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ABSTRACT

A task force to study library services in Maine composed of six library representatives and 15 lay persons representing various groups was formed in 1969. The five year program presented here was prepared to meet the requirements of the Library Services and Construction Act. The task force made the following recommendations: (1) coordinate planning at all levels for all types of libraries, (2) develop communication links, (3) have a statewide reciprocal borrower's card, (4) develop bibliographic tools for all libraries, (5) facilitate interlibrary loans, (6) strengthen the administrative and professional staffs of the State Library, (7) improve facilities, (8) strengthen personnel, (9) develop school media collections with a statewide supervisor, (10) strengthen academic libraries and services to special groups, (11) initiate a statewide public relations program, and (12) plan for state funding to include built-in incentives for local and institutional funding and for meeting library standards. The overall goal is the development and coordination of the services and resources of all library/media centers to achieve equal access to library resources for all the citizens of Maine. (Other State Plans are: LI003985-003993, LI003995 through 004004, LI 004028-004035, and LI004038-004046.) (SJ)

ED 070475

LIBRARY SERVICES
AND
CONSTRUCTION ACT
Five-year plan for
Statewide Library Development
in Maine

LI 004 027

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Five-year plan
for
Statewide Library Development
in Maine

Maine State Library
Revised September, 1972

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INTRODUCTORY

In December, 1968, the Planning and Development Committee of the Maine Library Association approached the Governor of the State of Maine with a request that he appoint a Task Force to study the library needs of the State. This action came as a result of growing concern among citizens, educators, librarians, library trustees and state and local government officials that the library needs of Maine people are not being served adequately by Maine's libraries.

In making this request to the Governor, the following reasons were given for the establishment of such a Task Force:

1. Maine libraries do not adequately serve the needs of Maine people.

2. There is no plan for improvement which is comprehensive and which coordinates all library needs in all parts of Maine.

3. There is currently no group sufficiently broad based and representative to attract public recognition of the problem and gain public support for long-range solutions to it.

Facts to support the first reason, based on the best statistics available at the time, were as follows:

Less than one percent of all the public libraries in Maine met minimum standards of operation in 1966.

In 1967 about 45% of public libraries spent less than $1.00 per capita; about 75% spent less than $2.00 per capita.

About 50% of Maine public libraries added 100 books or less to their collections during 1967, and 70% added 200 books or less.

About 55% of public libraries did not meet even the lowest minimum standard since they were open less than 10 hours a week and more than 70% were open less than 20 hours a week.

More than 50% of Maine's population has only token public library service, representing a substantial educational and cultural deprivation for more than half a million people.

When measured against minimum standards, for academic libraries, none of the libraries of the University of Maine could be considered adequate, except that of the School of Law.

The Fogler Library, University of Maine at Orono, is seriously deficient in resources and staff to support graduate programs at both the master's degree and doctoral levels and to serve as the central resource for statewide programs in higher education.

A Maine School Library Survey conducted by the Maine School Library Association found a serious lack of financial support for school libraries and therefore an inability to plan realistically for growth, expansion and change in curriculum.

Libraries of all junior and senior high schools were seriously understaffed.

More than 200 Maine elementary schools had no library or a library of such limited scope that no professional staff is employed.

The size and specialized nature of private and special libraries in the State indicated the importance of including them in any comprehensive library plan.

In support of the second reason for the establishment of a Task Force, it was pointed that while a certain amount of information was availeble from a variety of sources, it had never been organized, reviewed and evaluated in a manner

which would permit the identification of the total library needs of Maine and the determination of solutions.

The only recent surveys at the time were:

1. The Moshier Report "Are Maine's Public Libraries in Focus?" L. Marion Moshier, who conducted the survey in 1962, said "This report is not an all-inclusive survey nor does it pretend to be 100% objective. It is primarily an appraisement, by one person, based on field visits, reports and statistics." It was not intended to be a comprehensive study of all library needs and a coordinated plan for their future development.

2. Survey of school libraries, conducted by the Maine School Library Association in 1968 on a voluntary, spare time basis. This survey, which includes responses from 58% of the schools queried, was not intended to be a comprehensive coordinated survey of all Maine Library needs.

None of the groups interested in library development - the Maine Library Association, the Maine Library Trustees Association, the Maine School Library Association, and other local groups, could claim to represent broad-based public support. In addition it was felt that their statements and factual findings might be questioned in the public's mind because of their direct professional involvement in library service. Also, each of these organizations operates on a volunteer basis without paid staff, and they are not sufficiently wel financed or staffed to undertake the considerable number of man hours involved in assembling the supporting data for a com-

prehensive survey of all Maine library needs.

Therefore, it was considered that the creation of a Governor's Task Force to Study Library Needs in Maine was warranted both from the standpoint of the need to achieve broader based public participation and support of a comprehensive library development plan and from the standpoint of the need to obtain professional, paid assistance in gathering the supportive data and eveluating it.

In 1969 the Governor appointed a Task Force to Study Library Needs in Maine, consisting of 21 members, 6 of whom were library representatives and 15 lay persons representing education interests, business interests, the Legislature, the physically handicapped, and the disadvantaged. The group met for the first time in September, 1969, and soon changed the name to Governor's Task Force to Study Library Services in Maine.

The duties and goals of the Task Force were set forth as follows:

> Identify the library needs of Maine citizens; survey the present resources and services of the State, public, college, school and special libraries in Maine and evaluate these resources and services in terms of identified needs; determine ways in which libraries, their services and resources, may be

improved and coordinated at all levels to assure equal access for all citizens to their educational and cultural benefits; and recommend action by which the State can encourage and effect the development of library service as indicated by the Task Force's study.

Long-range planning for library development was clearly indicated in this charge given to the Task Force by the Governor in 1969.

Therefore, in the preparation of the long-range program presented here, as mandated by the Library Services and Construction Act, the activities of the Task Force, particularly in the area of needs assessment, served as the basis. In view of this it seems appropriate to state the scope and purpose of this plan in the identical terms of the charge to the Task Force, as given above.

This 5-year program has been prepared to meet the requirements of the Library Services and Construction Act and the Regulations prescribing certain policies and procedures with respect to Federal financial assistance to States under the Library Services and Construction Act, as amended (84 Stat. 1660, 20 U.S.C. 351 et seq.) and the amendments to this Act by the Library Services and Construction Amendments of 1970 (P.L. 91-600, December 30, 1970).

The document presented here, setting forth the 5-year program, has been prepared in consultation with the Regional Library Services Program Officer, the Advisory Council on Libraries and the Maine Library Advisory Committee, which is the successor to the Governor's Task Force to Study Library Services in Maine.

The Membership of the Advisory Council on Libraries is as follows:

ADVISORY COUNCIL ON LIBRARIES

Public libraries

Norman B. Moore, Librarian, Waterville Public Library
President, Maine Library Association

School libraries

Paul H. Hinton, Librarian, Mattanawcook Academy, Lincoln
President, Maine School Library Association

Academic libraries

Arthur Monke, Librarian, Bowdoin College
Member, Executive Committee, Governor's Task Force to Study Library Services in Maine

Special libraries

Gerald Morris, Librarian, Maine Historical Society
Assisted in preparation of Governor's Task Force questionnaire sent to all libraries

Institutional libraries

Miss Ward Murphy, Director, Bureau of Corrections

Users

Dr. Robert Langford, Executive Director,
Maine Institution for the Blind, Portland, who is himself blind.

Users (cont)

Ralph Corbin, Citizen Participation Director, Model Cities Program, Portland, who is a resident of the Model Neighborhood

Mrs. Robert MacBride, Member, Governor's Task Force to Study Library Services in Maine and a resident of Lubec, Washington County, an area of high concentration of rural low-income families

SUMMARY OF ADVISORY COUNCIL ACTIVITIES

The Advisory Council on Libraries has met once a month since August, 1971. The Regional Library Program officer attended the first meeting to discuss with the members their duties and responsibilities.

After the October meeting in Columbus, Ohio, of the Planning Institute, the Advisory Council sponsored a public opinion poll, using a modified Delphi technique, in an effort to learn what library programs were considered important by general public, municipal officers, legislators and librarians. This resulted in the publication of PUBLIC OPINION AND LIBRARY PLANNING.

The Council has met jointly on two occasions with the Maine Library Advisory Committee which was appointed by the Governor for the purpose of developing a statewide library plan for presentation to the next regular session of the State Legislature in January, 1973. It is intended that close liaison between these two groups be maintained and that eventually one statewide plan will result from their combined efforts.

In accordance with the Act and the Regulations the following policies and procedures will be followed in working toward the achievement of the goals set forth in this 5-year plan.

Continuous evaluation at every stage of planning and implementation will be carried out according to the procedures and timetable explained in detail beginning on p. 63.

The basic, annual and long-range programs, together with the results of evaluations of these programs, will be made available both to library officials and the general public, upon request. Library officials will be notified through the DOWNEAST NEWSLETTER, a State Library publication, and the NEWSLETTER of the Maine Library Association. General notice will be given through newspaper publicity.

Built into the program is the premise that all planning for library development is to be done on the basis of TOTAL LIBRARY SERVICES, including the effective coordination of programs and projects of all types of libraries - public,

school, academic, special. This is expressed in the broad goal on p.47 and in the proposals for a regional approach on p.39; also, in the outlines of objectives and methods for the various target groups, p.49. The fact that the Maine State Library becomes a Bureau in the Department of Educational and Cultural Services as of July 1, 1972, is expected to facilitate coordination of school and public library resources and services.

Using the continuous evaluation of the plan as a basis, the plan of action for carrying out the long-range program will be reviewed and amended to reflect changing needs and developments, both as to time estimates and policies, criteria, priorities and procedures.

As background information, intended to show the steps in the total planning effort by various groups and to assist in an understanding of the projected long-range plan, the following pages (p.12-44) provide: economic and demographic information; a description of surveys made by the Governor's Task Force as a means of assessing needs; description of current programs which contribute to cooperative efforts and better communication among all types of libraries; the recommendations made by the Task Force, which have been used in developing the plan presented here; an explanation of the establishment of the Maine Library Advisory Committee to continue the work of the Task Force; approaches to a regional concept within the state which are being considered by the

Library Advisory Committee; results of a public opinion poll; existing and proposed interstate cooperative projects.

An understanding of the role of the Maine Library Advisory Committee is essential to comprehension of the plan presented here. The duties of this Committee are described on p.37. The final plan for statewide library development will be that of the Library Advisory Committee. When the plan developed by this Committee has been approved by the Legislature, the 5-year program prepared by the Maine State Library, approved by the Advisory Council on Libraries and presented in this document will be amended to ensure that all efforts to develop library services are being expended toward the same ends.

As pointed out on p.38, every attempt is being made to coordinate the efforts of the two groups so that they result in one plan for statewide library development.

However, the existence of two planning groups has made it difficult to be specific, in this document, in regard to the means by which we intend to achieve coordination of library-media center resources and services. We consider that the plan presented here represents <u>programs</u> which hopefully will be incorporated into the <u>structure</u> for development and coordination of library resources and services which the Maine Library Advisory Committee is planning.

Both the Governor's Task Force and its successor, the Maine Library Advisory Committee, in planning for library development

have recognized that it is imperative to seek new patterns of service which include the application of technological advances. It is anticipated that these will emerge as the Advisory Committee continues its task.

ECONOMIC AND DEMOGRAPHIC INFORMATION

In order to understand fully the scope of the responsibilities assigned to the Task Force, it is necessary to consider the general characteristics of the state which will affect any plan for library development. Therefore, any estimate of the future library needs of the state must take into account future population, the age-sex characteristics of this population and its geographic distribution across the state. Additionally, a partial profile of the Maine economy, including educational attainment and employment data, is also presented. Data concerning the economy and demography of Maine will impinge on the demand for library services, as well as the ability of the populace to pay for library services.

The Setting - TOPOGRAPHY

The State of Maine, nearly as large as the rest of New England combined, has an interesting and varied topography. Essentially, the State is a broad plateau. The Longfellow Mountain Range, part of the Appalachian chain, is about 250 miles long by 50 miles wide and covers roughly one-third of the State. Mount Katahdin is Maine's highest mountain at 5,267 feet.

The rugged rock-bound coast is perhaps the most unique feature of the State. Extending nearly 3,500 miles, Maine's shoreline is the longest on the East Coast. There are 1200 islands off the coast.

Most of the State is covered by water and woodland and is very sparsely populated. Maine has a larger ratio of forest land to total area than any other state. The 17 million acres of woodland cover nearly 88% of the State's acreage. Maine's 1.5 million acres of inland water is about 63% of the entire New England total.

The above points out that the topography of Maine represents a tremendous growth potential in tourism and a significant factor in Maine's economic future. The reporting public recreation areas in the State logged a total of over 5,040,000 visitor days in 1970 for a 64.5% increase since 1965. Visitor days in 21 State Parks show a 77% increase over 1965. The nationwide boom in overnight camping has a heavy impact on Maine showing a 67.6% increase over 1965 in overnight stays. All of this demonstrates that more people every year look to Maine for recreation.

Relevance to Library Services

The rapid growth in the numbers of summer or seasonal residents will place heavy seasonal demands on libraries located near recreational centers. The impact of library demand for recreational reading materials is already evident along the coastal areas of Maine.

POPULATION

Between 1960 and 1970 the population of Maine grew by 23,000 persons, from 969,000 to 992,000, an increase of 2.4% since 1960. This is the lowest decennial rate of increase in nearly a century. Six of Maine's 16 counties actually decreased in population during the '60s. Aroostook County lost 12.8% of its 1960 population for the greatest decrease, and Washington County had the second greatest loss with 11.6%. Population projections for 1970 and 1975 show a 3.7% increase and 1975 - 1985 a 10.2% increase.

The small increase in the population between 1960 and 1970 was produced by the difference between a natural increase of almost 100,000 and a net outmigration of 71,000 (see table 1). This net migration loss is equivalent to more than 7% of the State's total population in 1960.

Population - Age Composition

Population by age group estimates (by the U.S. Bureau of Census, 1966) indicates that Maine has the most unusual age group distribution of any New England state. According to the report, 10.4% of Maine's population is under 5 years old - highest proportion of any New England state; 32.3% of Maine's people are between 18 and 44 - lowest of the New England states; and 11.3% of the State's population is over 65 years old - highest percentage of the New England states (see tables 2,3).

Population - Urban and Rural Geographic Distribution

Maine is predominantly nonmetropolitan. In 1970 (28.6%), and in 1960 (27.8%), less than 30% of the total population was found to be living in the two metropolitan areas of Portland and Lewiston-Auburn (see table 4). Population of the metropolitan areas, however, grew five times as fast as that of the nonmetropolitan areas. (Cities in the metropolitan areas have actually decreased in population).

Maine does reflect the national trend of movement from rural to suburban areas. However, since 14 of Maine's 22 cities experienced population decreases between 1960 and 1970, it is apparent that people leaving rural areas are not moving to central cities but rather to towns surrounding the cities.

Population - Density

Maine has a population density of 32.6 persons per square mile with a high range of 217.3 for Cumberland County to a low of 4.3 in Piscataquis County. This compares with the U.S. average of 57.5 persons per square mile (1970 figures).

Relevancy to Libraries

The size, age composition, geographic distribution and density of Maine's population will influence the kind of library service needed. Maine's population is characterized by a relatively small population dispersed over a very large land area. While population

growth is expected, it is not apt to be particularly rapid or to basically alter present population distribution. Because of population distribution, costs of providing public library service in Maine may exceed that of many other states. The dispersion of population does not facilitate equal access to materials and may require higher per capita expenditures. Taking into consideration the modest growth of population, emphasis perhaps can be placed on upgrading existing services and building library service networks, rather than expansion.

Continued urbanization trends suggest special emphasis and consideration should be given to the problems of library development in the more populated areas of the state. At present, 35.1% of the State's population live in 18 cities of 10,000 or more population. Taking into consideration urban trends and industry recruitment campaigns, these communities are likely to hold close to 50% of the State's total population.

Future library development plans should consider Maine's population shift from rural areas, not to central cities but to towns surrounding central cities.

Because the public library in Maine has developed most successfully in the cities, people in rural Maine are not apt to know what librarians mean by "good library service." As the Task Force study points out, because of the essentially rural nature of Maine, every effort must be made to provide information to a better understanding of what good library service really means.

One final observation is that with the slow migration of population to urban centers, state operated bookmobiles should play an increasingly significant role in serving rural library needs.

ECONOMY

Between 1967 and 1970 total manufacturing employment decreased yearly to a total of 3% over that period - a loss of about 3,800 jobs. In 1970, the sources of greatest employment in Maine were:

Retail trade	51,000
Services	43,000
Local Government	33,000
Leather	26,000
Paper	18,000
Agriculture	14,400

Local Government and Retail trade had the highest '69 to '70 employment growth with increases of 5.4% and 3.7% respectively. Agriculture had the greatest employment loss in the ten year period between '60 and '70 (see table 5).

We can learn some valuable facts about employment in this State by comparing employment rates of Maine, New England, and the U.S. in various economic sectors.

Employment Growth Rates, 1960 to 1970
(percent per year)

	total employment	Manufacturing	Transportation	Trade	Finance Real Estate	Service	Gov't
U.S.	2.67%	1.43%	1.18%	2.74%	3.29%	4.59%	4.19%
N.E.	2.01	.02	1.20	2.73	3.00	4.60	3.16
Maine	1.79	.51	.28	2.03	3.17	3.51	3.25

The above table indicates that between 1960 and 1970 total employment grew at substantially lower rates in both Maine and New England than in the U.S. Annual growth rates in most non-manufacturing sectors are significantly higher than in the manufacturing sector. Service, Government, and finance are among the fastest growing sources of employment in all three geographic areas.

Unemployment

Table 6 compares Maine and U.S. unemployment rates from 1967 through September of '71. It should be noted from the table that, in recent years, Maine's unemployment rate has been consistently higher than that of the U.S. This difference, moreover, was on the average greater through the first 8 months of 1971 than for the 4 years previous to 1971. Maine has suffered greater unemployment than the U.S. as a whole. There seems to be no indicators that unemployment rates will go down in the near future.

Income

The total per capita personal income for Maine in 1970 is $3,252. This is below the U.S. per capita income of $3,921 and New England per capita income of $4,277. (see table 7)

Relevance to Library Services

Due to the economic expansion of service, finance, and real estate, the need for technological and management information is likely to increase. As business and government become more complex and specialized the demand for informational resources to form the background for intelligent decisions will increase.

With the continued economic development of Maine, specific materials related to particular industries will be needed as these activities, such as tourism, become more prominent in the economy.

Government, like business, is becoming larger in Maine. Availability of timely information and the continued upgrading of programs and personnel will require an increased level of library resource support. Individual government agencies increasingly need access to substantial resources of reference material to conduct their planning and operations.

General economic indicators, such as employment and personal income trends, indicate a general inability of the populace to pay for needed library services. Of particular significance are the differences between per capita wage levels in urban and rural areas. The urban workers' income is nearly three times that of employed persons in rural areas, where unemployment is most chronic. Coupled to an overall low per capita income is the fact that cost of living in Maine is equal to the national average.

Perhaps through combining Federal assistance, state aid, and local incentive for financial support, Maine will have the means to finance library development.

EDUCATION

General Characteristics

The number of children born in Maine decreased steadily every year between 1961 and 1968. In 1968 and 1969 birth rates increased again, but the 7 "lean" years will make a difference for the next few years. If migration trends continue in Maine, total public school enrollments may begin to decline by the mid 1970's. The net effect of the above could be a stabilization of some public school expenditures - at least temporarily. Total kindergarten, elementary and secondary school enrollment in 1960 was 195,350 and in 1970, 241,200. (see table 8)

A law creating a system of higher education for Maine was passed in 1968. Under this law, the University of Maine and the five State Colleges were unified into one cohesive structure. Enrollment at the University of Maine's seven campuses was 12,900 in 1969; in 1962, 4,959 (see table 9). The University of Maine's Continuing Education program has experienced tremendous growth since 1963. Course registrations rose from 4,700 in 1963 to 20,200 in 1969. Every indication seems to point toward even greater enrollment strides in the immediate future. Enrollment in Maine's 16 private colleges decreased slightly in 1969 - less than 1% to about 9,000. Enrollment in the 16 private colleges in 1962 was 5,975; in 1969, 9,000. Vocational training facilities as well as enrollment has experienced considerable growth. Since 1962, five new vocational technical institutes have opened. Enrollment in 1969 showed a 27% increase over the previous year.

One unique development in Maine is the outward migration factors in relation to college graduates. Migration patterns tend to be highly selective by age. The age group 25 to 44 years old shows a reduction of 16,000 persons or 7% in a 10 year period between 1960 and 1970. According to a University of Maine Manpower Research Project over 30% of the University's graduates are found living out of state one year after graduation. After five years, more than half are living in other states. The percent of migration runs much higher than half in some graduate fields of specialization (see table 10). It seems that a large proportion of well educated, many at public expense, migrate to other states to seek employment.

Attainment Levels

Accompanying a gradual population growth of the State has been a general upgrading of the level of education achieved by the population. No single statistic seems to indicate the overall condition of improvement, several individual factors support a trend. These factors are as follows:

The median school years completed by Maine residents 25 years and older increased from 11.0 years in 1960 to 12.1 years in 1970.

8.4 percent of Maine's population have attended four years or more of college while 54.7% have attended four or more years of high school in 1970. These levels of attainment compare to 5.5% and 43.2% respectively in 1960.

Educational Level Attained by Persons 25 Years Old and Over in Maine

	Median School years completed	Less than 5 years	High School or more	4 yrs. College or more
1960				
U.S.	10.5	8.3	41.1	7.7
Maine	11.0	3.5	43.2	5.5
1970				
U.S.	12.2	5.3	55.2	11.0
Maine	12.1	2.8	54.7	8.4

Of the population between the ages of 5 and 34 years old, 58.9% were attending school in 1970 compared with 44.2% in 1950.

The holding power of Maine's secondary schools has been strengthened. The number of Maine students who drop out of high school before graduation has decreased significantly in recent years (4,170, 1960; 1,950, 1970). Figures show a ten-year decrease of over 50% in dropouts while total high school enrollment increased over 50% in the same period.

The percent of 9th graders to achieve graduation has increased from 66.5% in 1960 to 84.5% in 1970 (Ref. table 8).

Relevancy to Libraries

The higher enrollment at all levels will increase the use of all types of libraries. Utilization of public libraries may be expected to increase as educational attainment levels of the population rise. Higher levels of educational attainment are generally considered to result in higher literacy and a greater awareness of, and interest in, library materials.

With the rapid growth of continuing education and self-education programs, a growing need will exist for materials for program support. The above need also affects persons in job-retraining, those learning additional skills, as well as those simply learning more about the world which surrounds them.

Formal and informal educational efforts are rising in Maine. As this occurs, increasing demands will be placed on those institutions which support all learning. The library is one such institution.

The library exists to further the education and enrichment of the lives of people with both general and specialized interests, including assistance to continuing education efforts. Through these efforts the library can foster ~~the~~ continual economic, social, and cultural development of Maine.

Conclusion

Changes occurring within the population indicate the need for continuous planning and evaluation of library plans.

Maine is a dynamic state undergoing constant economic and sociological change and development. The development of effective library programs will depend, to some degree, on the ability of the State Library to recognize the continually changing character and conditions of the population. Coping with evolving economic and demographic information will require a yearly review of relevant data. Library programs should have the flexibility to accommodate the above data. Certainly knowledge of the economy and demography of Maine will assist in the evaluation of library plans in a changing environment.

ASSESSMENT OF NEEDS

> "The Task Force must survey the present resources and services of the State, public, college, school, and special libraries in Maine and evaluate these resources and services in terms of identified needs."

As indicated by this first directive to the Task Force, an identification and assessment of needs was the first step to be undertaken. In order to obtain the needed data the Task Force commissioned two surveys. The first, conducted by ARCO Inc., examined the existing services and resources of libraries of all types in Maine, and the second, conducted by Arthur D. Little, Inc., explored the attitudes of public library users and nonusers toward their libraries.

The fact-finding survey by ARCO, Inc. was conducted by means of questionnaires. Four different questionnaires were prepared for public, school, college and special libraries. Meetings were arranged with a group of librarians representing each of the four types of libraries. The applicable questionnaire was reviewed with each group and numerous changes, additions and deletions were made to make the questionnaire as practical and as comprehensive as possible.

In the Interim Report of the Task Force, "Widening the Circle," the findings of the ARCO survey in regard to

current statewide library programs and resources were assessed as follows.

Public library service is available to about 80% of Maine's residents, but its quality is by no means the same for all.

Of the 253 public libraries in Maine, only 19 are in communities with 10,000 or more residents and only 42 in communities of more than 5,000. This leaves 211 libraries, or five out of six public libraries in Maine, serving populations of fewer than 5,000. Many, if not most of these are tiny libraries that provide recreational reading for their users and do not pretend to anything like a basic collection. Even for those whose budget permits a more balanced library program, a population base of 5,000 can rarely support the variety and depth of resources that are increasingly in demand today.

Although support levels are increasing in libraries of all sizes, and the levels reported in 1969 are a great improvement over those of 1960, for the small libraries an enormous percentage increase does not go far in dollar terms. For example, among libraries serving fewer than 5,000 people, the average budget reported rose from $1,870 in 1960 to $4,511 in 1969.

In Maine, while the small size of library budgets is reflected to some extent in book collections, its effects are far more evident elsewhere. Perhaps the most critical areas are the lack of nonbook collections, especially audiovisual collections, the lack of sufficient professional and clerical library personnel, the limited hours of service offered by the public libraries, and the habit of isolation that has traditionally prevailed among libraries. Perhaps the most serious impediment to contact among Maine's libraries is the lack of telephones in a majority of the public libraries.

SCHOOL LIBRARIES/MEDIA CENTERS

ARCO sent questionnaires to all of Maine's 918 public schools and 85 private schools. Of the 1003 questionnaires sent out, 687 - representing about 75% of Maine's student population - were returned and formed the basis for the study. To provide for consistency in the use of terms, ARCO defined "library" as meaning one or more rooms devoted to library use. By that definition, 499 schools, including 316 of those completing the questionnaires, had no libraries. Information obtained from the 371 schools that reported having libraries is the basis for the following assessment of school library services.

Of the 298 elementary schools identified as having library rooms, 257 completed the ARCO questionnaire. Only 47 of these indicated that they had media centers combining books and audiovisual services. Only 25 of the 257 schools with libraries reported supplementary book collections exceeding 5000 volumes. The average audiovisual collection reported by schools with libraries was far below standard - for example, 2.9 8mm films versus a recommended 1500 per school, 39.8 recordings versus a recommended 3000, and 8.8 slides versus a recommended 2000.

One serious impediment to the development of media centers for Maine's elementary schools is the shortage of professional leadership for the effort.

The ARCO survey covered 114 of Maine's 120 secondary schools. Again, statistics show that book and nonprint collections are below standard, professional and clerical staffs are limited and hours of service are inadequate.

COLLEGE AND UNIVERSITY LIBRARIES

Statistics in the ARCO study "Maine Libraries" support the statement in "Widening the Circle" that the majority of academic libraries in Maine fall below the standards of the

Association of College and Research Libraries with respect to collections, staff, or both. Again, as with public and school libraries, the single greatest lack in the collections is in nonprint materials.

MAINE STATE LIBRARY

Lack of sufficient staff to spend time in the field is preventing the State Library from realizing its potential role in library development. In recruiting new staff, the State Library is handicapped by the fact that salaries are not competitive with those in other states. The maximum salary allowed in each personnel category is only slightly above a level that would be competitive as a starting salary elsewhere.

The State Library should continue to identify ways in which it can strengthen the contribution it makes to library service throughout the state. Maine's comprehensive plan for library service development should be accompanied by a development plan for the State Library, both in its function as a resource to the State government and in its role with respect to statewide library service.

More complete information regarding current library resources and services and the principal needs are to be found

in the interim report of the Governor's Task Force "Widening the Circle."

To complement the ARCO survey of library resources, the Task Force asked Arthur D. Little, Inc. to conduct a survey of public library users and nonusers in order to determine what people think of their libraries. Almost 1,900 interviews were conducted with persons in twenty-six Maine communities. These respondents represent five separate groups, as follows:

1. 716 library card holders (referred to as "users") who were randomly selected from library registration files.
2. 775 persons who do not presently hold a library card (referred to as non-users) who were randomly selected from telephone directories with a targated quota for the proportion of the following types of respondents: 50% female adults; 30% male adults; 10% female teenagers; 10% male teenagers.
3. 232 library patrons (controlled circulation of questionnaires in four large libraries): Augusta, Portland, Bangor and State Library)
4. 76 respondents in bookmobile towns, roughly half of which were randomly selected from registration lists and half of which were randomly selected from the telephone directory.
5. 94 mailed questionnaires, to people known not to have phones, people using the State Library frequently by mail, and people on the user list who could not be reached by telephone.

The twenty-six communities surveyed represent four different categories: seven in communities having over 10,000 population; seven in communities having 2,500 to 10,000 population; seven in communities having under 2,500 population;

and five in communities served by bookmobile.

Two scales were generated: an attitude scale and a readership scale. The attitude scale was composed of positive and negative term selection as well as negative reasons given as to why the library wasn't used more often.

The second generated scale was a readership scale, comprised of: library use, book club membership, newspaper and magazine deliveries.

Librarians in each community surveyed were also sent a brief questionnaire, so that there could be comparison between respondents' replies and those of the librarians.

Respondents were asked some very specific questions about their backgrounds, about their use of libraries, and about their feelings toward their library.

Throughout the survey answers were sought to the following basic questions:

How are libraries perceived by users and non-users?

How are they used:

What affects the use and perception of libraries?

What is the role of the library in the community and what should it be?

What do people know about their libraries?

What competes with the library?

A full report of the methods used in conducting this survey and tabulations of responses will be found in "The Role of the Public Library in Maine: Consumer needs and Attitudes Towards Public Libraries in Maine."

Section IV, Implications, of the Arthur D. Little report is particularly pertinent to the role of the public library in any overall plan for library development. It is quoted here in part:

"In the past thirty years, we have changed from an informationally scarce to an informationally over-abundant society... this has changed the value and use of information and hence the role of the public library as an institution. For the local public library today it poses some vital questions because the public has, and increasingly will have, many alternate sources of information for instrumental as well as pleasurable purposes.

"In this setting it is significant that the public library does not appear in our survey as a focal point or even a reflection of its community. It is significant also that in our

survey the library's largest group of potential users, the young, are also the source of greatest lack of enthusiasm and apathetic assertions of some more or less unspecifiable change. These are the precursors of instititional ennui and demise. Institutions are not violently disposed of, they are allowed to become irrelevant, enfeebled and, to the extent they do no societal harm, ignored. This then is the challenge of the local public library, to become the focal point and reflection of its community in a societal setting of over-abundant information. The keys are found in the words: become, community and information. To assess resources in view of past objectives will indeed identify resource shortages which need supplementing. However, if the past objectives are not relevant to increasingly larger segments of the public, such expenditures can result in one's becoming what one should have been but being at the same time even further from what one should be. Thus the challenge of the library requires its attempting to understand how its community uses information and enlisting its community's help in defining an institutionally vital role. In this way the library can identify what it should become."

In addition to summarizing the findings of these two

surveys, the Task Force interim report "Widening the Circle" also outlines the elements of a library service concept based on the library as a means of access to the full body of library resources in the state. As the first step toward translation of this concept into explicit recommendations for state action, it recommends the development of new library service standards for Maine. To quote from the introduction: "Libraries in the future must be measured less by what they possess than by how readily they can obtain the things they do not possess. Collections must be measured less in terms of the individual library than in terms of libraries in groups or the state as a whole. Particularly in Maine where national service standards are so clearly inapplicable to many libraries, new standards are needed to give libraries another view of themselves and of the directions in which they need to move."

VII. REACHING OUT: A COMMUNICATIONS NETWORK FOR MAINE

Libraries all over the United States are expanding their contacts with other libraries nearby and distant, of the same type and across library types, in order to provide, and make accessible to users, the greatest possible richness and diversity of resources. The libraries in Maine are part of this movement, although they have not yet realized its full potential. Libraries are also looking for means of outreach to people who for geographic or other reasons have not been library users. Again, Maine participates in the effort. This part of our report outlines some of Maine's accomplishments to date in interlibrary cooperation and outreach, proposes some directions for future action in both areas, shows how these two efforts can ultimately be combined in a new pattern of communications, linking together all libraries of each type and their users, and recommends the development of new library standards for Maine emphasizing each library as a gateway to all libraries.

COOPERATION AND OUTREACH TODAY

Through interlibrary loan and reference referrals, libraries of all types in Maine have always engaged in some cooperation and sharing of resources. Although many of the state's public and school libraries have been slow to take advantage of the resources available from other libraries, the mechanisms for exchange have been strengthened at the state level, and new cooperative activities begun. Much of this has been made possible by the availability of Federal funds under Title III of the Library Services and Construction Act (LSCA); Title III funds are administered through the Maine State Library, which has initiated and coordinated many of the cooperative efforts so far.

Some of the most important cooperative arrangements presently involving Maine's libraries are the following:

- *Teletype Network.* The State Library, four of the larger public libraries, and the four largest academic libraries are linked together by teletype. A patron in a small community whose request for information or materials cannot be filled locally can ask that it be checked in the libraries on the teletype network.

- *WATS Line.* Academic libraries and those public libraries which meet Maine Library Association standards for hours of service can have direct access to the WATS line at the State Library. At the present, about 35 public libraries can request materials and information for their patrons. Through the teletype network and the WATS line, individuals in remote communities have access to the largest collections in the state.

Excerpt from Widening the Circle; interim report of the Governor's Task Force to Study Library Services in Maine, describing current programs which contribute to cooperative efforts and better communication among libraries.

- *Film Cooperative.* In 1958, the Maine State Library joined with the state library agencies of New Hampshire and Vermont to form the North Country Libraries Film Cooperative. A wide selection of 16-mm films is available through the Cooperative to public libraries in the three states for library-sponsored programs and for use by organizations in the community. These films are being used increasingly by Maine public libraries, and the Cooperative makes it possible for them to provide a service which few could finance locally.

- *Local Interlibrary Councils.* Although not mandated, local interlibrary councils have been encouraged and established in a number of communities. These councils meet to discuss local library programs and problems, to develop future programs, and to identify ways of sharing or cooperatively developing resources. Librarians from all types of libraries – academic, public, school, and special – in each community are encouraged to join and become active participants.

- *Workshops.* The State Library has organized a number of workshops in recent years on various topics including the role of public library trustees, the weeding of collections, public relations,, and interlibrary cooperation.

- *Round Tables.* Also organized by the State Library are "Round Tables" held at various libraries four times a year to discuss problems and issues relating to library service. Participants are usually public librarians, but the 1970 Round Tables, devoted in part to the work of the Task Force, were attended by representatives of all types of libraries.

- *Book Selection Meetings.* These are held by the State Library every other month in seven locations, to give public librarians an opportunity to examine a large selection of recently published books.

- *Catalog Card Service.* Under Title I of the Library Services and Construction Act (LSCA), the State Library, in cooperation with the New Hampshire State Library, offers centralized preparation of catalog cards, free of charge, to public libraries requesting it.

Maine's library outreach program is also provided primarily by the State Library. Eight bookmobiles travel regularly through areas of the state not served by local public libraries. The bookmobiles reach people who might never have access to materials. However, since each bookmobile stop is visited only once every three or four weeks, the bookmobile is not an adequate substitute for an active library. Perhaps not as widely known and used as it should be is the mail-order service offered by the State Library directly to individuals in communities with no public library or with one that is open fewer than five days a week.

Other current statewide library programs and resources

Regional Library for the Handicapped is operated by the Maine State Library. In an effort to provide service equal to the service available to persons who use conventional print, four sub-regional libraries work in cooperation with the Regional Library. Sub-regional libraries are located at the Bangor Public Library, Cary Library, Houlton, Lewiston Public Library and Portland Public Library.

The Downeast Newsletter is published bi-monthly by the State Library and sent to all public libraries in the state in an effort to provide a viable and effective means of communication.

Consultant service to local public libraries and institutional libraries is provided by the State Library. In addition to general advisory assistance, special assistance in children's services and audio-visual materials are provided.

TASK FORCE RECOMMENDATIONS

The results of the needs assessment activities of the Task Force are set forth clearly in "Widening the Circle" and the summary of recommendations is included here in entirety:

VIII. THE NEXT STEP

To sum up the recommendations that have been made throughout this report, the Task Force recommends that, in statewide planning for the provision of full library service to every individual in Maine, highest priority be given to the following:

(1) *Coordinated planning at all levels, within each type of library and across library types.* This includes:

- Coordinated or joint acquisitions
- The development of shared media collections
- The sharing of specialized personnel (such as media specialists or children's services specialists)
- The formation of coalitions of public libraries within an area
- A statewide acquisition, cataloging, and processing service available to all types of libraries
- A last-copy deposit collection or collection of little-used materials, to serve also as a clearinghouse for the exchange of gifts and duplicates among libraries of different types.

(2) *Communication links to include all libraries and to provide access for people not currently served by libraries.* These include:

- Telephones in all libraries
- Expansion of existing WATS line and teletype networks
- Exploration of other communication facilities such as closed-circuit TV and telefacsimile and their implementation where feasible
- Expansion of outreach, through mail order, WATS line, or other means, to persons not served by libraries or the bookmobile.

(3) *A statewide reciprocal borrower's card.*

(4) *Bibliographic tools covering all types of libraries:*

- Union catalogs or records of holdings for groups of libraries

- Bibliographies and indexes of special subject materials, particularly materials about Maine and its history
- Eventually, a statewide union catalog.

(5) *Means of facilitating the rapid exchange of library materials among libraries at different locations.*

(6) *A strengthened administrative and professional staff in the State Library.* This recommendation applies both to the State Library's function as a resource to the State Government and to its role as a leader in statewide library service development.

(7) *Improved physical facilities in libraries:*

- Light and bright libraries
- Accessible collections
- Facilities for the handicapped
- Facilities for community use.

(8) *Greater personnel strength in all types of libraries.* This can be accomplished through:

- Certification requirements
- Salaries and fringe benefits comparable to those in other regions
- A program of continuing education for librarians
- Incentives for librarians to become active members of local, regional, and national professional organizations.

(9) *School media collections.* These may be in centers serving individual schools or school districts, or, if appropriate, they may be shared by more than one district.

(10) *A supervisor of school library services/media programs as a state-funded position within the Department of Education.*

(11) *Strengthened academic library services and collections.* This must include strong media collections.

(12) *Increased library service to special groups such as the aged, the handicapped, and the institutionalized.*

(13) *A statewide program of public relations for libraries, headed by a full-time public relations officer at the State Library.*

(14) *State-level funding for library service development,* to include:

- Built-in incentives for increased local or institutional funding
- Built-in incentives for libraries and groups of libraries to meet library standards.

The first step toward integrating these priorities into a comprehensive plan for library service development is the establishment of new library service standards for Maine. These will provide specific, measurable goals toward which each element in the plan is addressed. Maine's new library standards must:

- Recognize population and enrollment differences
- Emphasize interlibrary cooperation and communications
- Incorporate a realistic timetable for achievement
- Be subject to further development and modification as conditions change.

The new standards should cover public libraries, school libraries, and academic libraries. For public and school libraries the need is for standards with specific relevance to Maine; for academic libraries up-to-date standards are needed reflecting present-day information needs. Special libraries should be covered with respect to interlibrary cooperation and communications, but they are too diverse for a uniform set of standards governing their own collections.

The development of new library standards must be a collaborative task involving librarians, the Maine Library Association, the Maine School Library Association, the Maine Library Trustees Association, and interested members of the community. A committee should be appointed representing these groups, with a subcommittee assigned to public libraries, another to school libraries, and a third to academic libraries. The committee as a whole should approve and coordinate the standards recommended by the subcommittees and should develop the standards relating to communication and joint action among libraries of different types, including special libraries.

Existing standards can be used as a point of departure, but the new standards must be realistic in terms of conditions in Maine as reported to the Task Force and must incorporate a library service concept that emphasizes communication among libraries and the provision of services by libraries collectively as well as individually. In the case of public library collections they should set not only minimum levels but also maximum levels appropriate to the size of the community served by each library, so that libraries which do have good collections will put their additional energies into services and the statewide sharing of resources rather than into the further accumulation of materials.

Once the standards have been accepted, they will serve as the basis for a step-by-step program for library development in Maine, specifying a target date for each program element and the agency or agencies responsible for carrying it out, identifying costs and funding sources, and presenting recommendations for any legislative action that is required to implement the program.

FORMATION OF MAINE LIBRARY ADVISORY COMMITTEE

The life of the Task Force ran from September 1969 to June 1971. As its work proceeded, it became evident that a long-range plan for library development required more fact-finding and broader study than the time limitation would permit. Therefore it was decided to submit a bill to the Legislature to provide for a two-year Library Advisory Committee which would continue to study and present more specific recommendations.

On June 18, 1971, the Governor signed the bill creating the Maine Library Advisory Committee. The duties of this Committee were stated as follows:

1. To review the studies and recommendations of the Governor's Task Force to Study Library Services.
2. To study existing library laws.
3. To review standards for all types of libraries in conjunction with the appropriate professional groups.
4. To examine the "Standards for Library Functions at the State Level"
5. To study the changing functions of libraries.
6. To study the funding necessary to support library service adequately.
7. To propose a state-wide plan for library development and recommend legislation to the 106th Legislature to implement the plan.

Therefore there are two committees working concurrently to develop a long-range plan for statewide library development in Maine: the Advisory Council on Libraries as established under the regulations of the Library Services and Construction

Act, and the Maine Library Advisory Committee. Joint meetings have been held and every effort has been made to coordinate the efforts of the two groups. Overlapping membership serves to provide liaison between the two groups.

Prior to the first meeting of the Maine Library Advisory Committee on December 9, 1971, a group of librarians met to discuss the future direction of the planning process. Groups represented were the Maine Library Association, including the Planning and Development Committee; the Research and Development Committee of the Maine School Library Association; the Legislative Committee of the Southern Maine Library Council; and the Advisory Council on Libraries. These combined groups made the following recommendation to the Maine Library Advisory Committee:

1. That the State Library be the coordinating agency for planning.

2. That the State Library hire a person to coordinate planning.

3. That a preplanning conference be organized, consisting of interested persons and library organizations to outline the basic formula for statewide library planning.

4. That a blue print of statewide library services be ready for presentation to the annual library conference scheduled for June, 1972.

Regional Concept within the State.

Specific approaches to a regional concept are now under consideration by the Maine Library Advisory Committee.

One proposal, made to the Maine Library Advisory Committee, would designate specific libraries in several areas of the State to serve as resource centers. Primary factors in such a system would be the utilization of all types of existing libraries in the area; establishment of local media centers; grants to build up collections; salary grants; TWX in each center; telephone in every library. These centers would be developed with federal and state funds to service the outlying areas. Smaller libraries would also receive funding. The State Library would continue to be the center of service for the entire state.

An alternative method, and one that is recommended by the Governor's Task Force, is based on the conviction that the success with which local libraries develop linkages among themselves will depend on the extent to which the initiative and energy is truly local. Such initiative can be encouraged by

state-level funding with built-in incentives for increased local or institutional funding and for libraries and groups of libraries to meet library standards. For example, to receive state aid a local library (public, school or publicly-supported academic) must (1) be a member of a cooperative group of libraries which has a definite plan for coordination of purchase and use of materials, print and non-print (2) must have a telephone (3) must meet or have a definite timetable for meeting standards, etc.

There is a good basis for favorable consideration of the latter method, in that there are presently regional councils or cooperating groups of libraries in the Greater Portland area, Aroostook County, Lewiston-Auburn area, Bangor area, and the Kennebec Valley region.

A third proposal would use the regional plan developed by the State Planning Office. This plan is already being used by four or five state agencies as a basis for establishing districts. At the present time there are eight such districts. This plan has considerable merit in that it would

result in the same groups of municipalities working cooperatively to maintain and develop a variety of municipal services.

The present proposal as it relates to library districts would allow for the formation of sub-districts as needed, which might be determined by local initiative or by action of the district council.

Each of the proposed eight districts would have a district officer who would be on the staff of the State Library. This person would give general consulting service to individual libraries, study the needs of the area, seek to coordinate services among all types of libraries, promote development of acceptable standards, etc.

PUBLIC OPINION AND LIBRARY PLANNING

In an attempt to develop priorities, as the outline of the plan was being developed, a modification of the Delphi method of forecasting future events was used.

The recommendations of the Task Force were translated into statements of futuristic events and these, together with "events" generated by several groups of librarians, made up a questionnaire which appeared as a full-page advertisement in the Maine Sunday Telegram and was also sent to all public and school librarians, public library trustees, municipal officers and legislators.

A tabulation of the responses to this questionnaire, prepared by New England Learning and Research, Inc., appears in the report "Public Opinion and Library Planning" which accompanies this five-year plan. Also, a chart showing the priorities indicated by the responses of the various groups answering the questionnaire is included here.

PRIORITIES AS TABULATED FROM PUBLIC OPINION POLL

Public Librarians	School Librarians	Public Library Trustees	Municipal Officers
Special Services	Improved Personnel	Special Services	Access for All
Access for All	Special Services	Access for All	Special Services
Improved Personnel	Sharing Personnel	More Accessibility	Statewide Card
Training & Salaries	Access for All	Improved Personnel	Union Catalog
WATS Service	Audio-visual Facilities	Training & Salaries	State Development Funds
Librarian Certification	Access for Scholars	Audio-visual Facilities	Library Councils
Library Councils	Training & Salaries	Coordinated Planning	Coordinated Plannin
Audio-visual Facilities	WATS Service	Library Councils	Audio-visual Facilities
Audio-visual Facilities	More Accessibility	Union Catalog	Access for Scholars
Library Districts	Union Catalog	Access for Scholars	Training & Salaries

PRIORITIES AS TABULATED FROM PUBLIC OPINION POLL

School Librarians	Public Library Trustees	Municipal Officers	Legislators
roved Personnel	Special Services	Access for All	Special Services
cial Services	Access for All	Special Services	Statewide Card
ring Personnel	More Accessibility	Statewide Card	Access for All
ess for All	Improved Personnel	Union Catalog	Improved Personnel
lo-visual acilities	Training & Salaries	State Development Funds	Union Catalog
ess for Scholars	Audio-visual Facilities	Library Councils	Top Reference Source
ining & Salaries	Coordinated Planning	Coordinated Planning	State/Federal Funds
Service	Library Councils	Audio-visual Facilities	Audio-visual Facilities
Accessibility	Union Catalog	Access for Scholars	Access for Scholars
n Catalog	Access for Scholars	Training & Salaries	Audio-visual materials

INTERSTATE COOPERATION

An important aspect of planning, particularly in a small state, is consideration of the opportunities for cooperative projects with neighboring states.

Current cooperative projects are (1) the North Country Libraries Film Cooperative, which includes the state library agencies of Maine, New Hampshire and Vermont; and, (2) centralized catalog card service for public libraries, which the New Hampshire State Library supplies to Maine and Vermont under separate contracts with the Maine State Library and the Vermont Department of Libraries.

Other projects now under consideration for joint support and operation are: (1) central office for the Film Cooperative which would handle the purchase, inspection and scheduling of films for public libraries in Maine, New Hampshire and Vermont; (2) centralization of duplication of cassettes for use in service to the visually and physically handicapped; (3) hiring a planner and evaluator to serve this tri-state area.

It is also important to be continually alert to possibilities for cooperative projects on a six-state basis, encompassing the entire New England area. The framework for such cooperation has already been established in the Interstate Library Compact. The New England Library Information Network (NELINET) and the proposed New England Library Board offer additional vehicles for regional cooperation.

The general STATEMENT OF CRITERIA is as follows:

The Minimum Standards for Public Library Service in Maine and the Interim Standards for Small Public Libraries will be used as a guide to determine minimum adequacy of public library service. No public library in Maine fully meets these standards now. Each library will be measured in terms of materials, personnel, physical facilities and services.

The adequacy of the libraries in each of the state-operated institutions will be determined by using the appropriate standards: Standards for Libraries in Correctional Institutions, Objectives and Standards for Hospital Libraries and Standards for Library-Media Centers in Schools for the Deaf. No institution meets these standards at present.

Reading opportunities for the visually and physically handicapped shall be measured by the same standards used in determining adequacy to the general population, in terms of materials, personnel, physical facilities and services, taking into consideration special materials, devices and access to physical facilities as required to provide equal opportunities. Adequacy of the Regional Library for the Handicapped shall be measured by the standards prepared by the Library of Congress Division of Blind and Physically Handicapped in cooperation with the A. L. A. Round Table on Library Service to the Blind and Physically Handicapped.

First priority will be given to development of programs which will result in equal access to a high quality of library service.

Within a broad concept of statewide library development, the following areas will be given prior consideration; (1) Areas of high concentration of low income families, both rural and urban; (2) Indian reservations; (3) Areas with a high concentration of persons with French-Canadian background.

FUTURE PROJECTION

Broad Goal

Using the surveys, reports and questionnaires described here as a basis, the following statement of the broad goal for library development has been agreed to by representatives of the Maine Library Association, Maine School Library Association, Maine Library Trustees Association, Advisory Council on Libraries, Maine Library Advisory Committee and the Maine State Library:

DEVELOPMENT AND COORDINATION OF THE SERVICES AND RESOURCES OF ALL TYPES OF LIBRARIES/MEDIA CENTERS IN ORDER TO ACHIEVE EQUALIZATION OF ACCESS TO TOTAL LIBRARY RESOURCES FOR ALL MAINE PEOPLE.

Sub-goals

With a user-oriented approach indicated, sub-goals were developed to represent the target groups in the State for whom library services should be developed and/or improved.

1. GENERAL POPULATION WITH REFERENCE TO SPECIALIZED LIBRARY NEEDS OF URBAN AND RURAL RESIDENTS.

2. STUDENTS

3. PHYSICALLY HANDICAPPED

4. INSTITUTIONALIZED

5. AGED

6. FUNCTIONALLY ILLITERATE

7. SPECIAL GROUPS (LAW, MEDICINE, BUSINESS AND INDUSTRY, GOVERNMENT OFFICIALS)

GENERAL POPULATION WITH REFERENCE TO SPECIALIZED LIBRARY NEEDS OF URBAN AND RURAL RESIDENTS

BROAD OBJECTIVES: To improve and broaden current services
To provide new services

SPECIFIC OBJECTIVES:
- Strengthen local units of service at all levels
- Strengthen library personnel
- Strengthen trustees group
- Strengthen educational opportunities for librarians in Maine
- Coordinate planning at all levels
- Identify groups and individuals not presently served
- Identify methods of improving services
- Strengthen programs which will help to equalize services
- Improve communication links to include all libraries and individuals not presently served by libraries
- Strengthen services of State Library
- Strengthen media services and program opportunities
- Serve general population not presently served by public libraries

METHODS:
- Provision of courses of study to train library technicians
- Certification of library personnel
- Establishment of local and regional library councils
- Coordinated acquisitions
- Shared media collections
- Sharing of specialized personnel
- Centralized cataloging and processing
- Expanded consultant service from State Library
- Community surveys
- "Outreach" programs
- Telephones in all libraries
- Expansion of WATS line service to both libraries and individuals
- Public relations
- Expanded funding from State and local sources
- Regional planning and cooperation, particularly with New Hampshire and Vermont
- Secure adequate funding
- Expanded bookmobile services
- Expanded scope of bookmobile services to include new media

SPECIFIC PLAN OF OPERATION:

1. Current programs which will be continued:

   a. Bookmobile service to approximately 240 rural towns without local public library service

      1) Provide media services on bookmobiles
      2) Extend services to isolated areas through mail order or deposit

   b. Film cooperative for public libraries in cooperation with New Hampshire and Vermont state library agencies

   c. Telephone-teletype network, which now serves 79 public libraries, 84 school libraries and 16 college libraries

   d. Centralized catalog card service in cooperation with New Hampshire State Library

   e. Grants to Model Cities library projects in Portland and Lewiston

2. Programs to be given priority

   a. Library technology courses

      Vital to the success of any of these approaches is the establishment of library technology courses to train those in charge of administering small libraries and assistants for larger libraries. This is basic to and should be included in the development plan presented to the Legislature.

   b. Scholarships

      Provision of scholarships to encourage Maine Librarians to attend the University of New Hampshire Library Techniques Workshop until such time as comparable courses are provided in Maine.

   c. Certification

      Improvement of library personnel is dependent upon the adoption of a plan for certification of librarians. The Certification Committee of the Maine Library Association is working actively on this at present.

   d. Statewide library card, with bookmobile users having the privilege of using their cards in any library.

e. Outreach. Follow-up of Outreach Institute (held in June, 1972) with federal grants to carry out local projects.

Outreach programs have particular importance in urban communities where there is such a great variety of community groups and agencies. The Lewiston project funded in 1972 is a particularly good example. This project uses present resources of the Lewiston Public Library to give personalized home delivery service of material to the elderly in the Model Cities area, many of whom are French speaking. Assistants with a knowledge of French will be hired to provide this service.

f. Wide Area Telephone Service

WATS service to the State Library would help to equalize access to library resources for rural residents living in areas having no local library service. It is proposed to test the effectiveness of this approach through a demonstration project in one area of the state.

g. Service to Indian reservations

It will be suggested to the Bureau of Indian Affairs that a proposal be submitted to the Maine State Library requesting funds for the development of library services to the three reservations in Maine.

h. Development of electronic communications

ELEMENTARY AND SECONDARY PUPILS

BROAD OBJECTIVES: To provide an adequate school library-media program for all elementary and secondary schools in Maine

SPECIFIC OBJECTIVES:
- Strengthen library personnel
- Coordinate planning at all levels
- Identify methods of improving services
- Improve communication links with all types of libraries
- Strengthen services of State Library to this group

METHODS:
- Provide training programs for library personnel
- Establish district or regional* school library systems
- Establish centralized purchasing and processing of library materials
- Define the qualifications of school library-media personnel
- Shared media collections
- Provide consultant staff at state level
- Secure increased local and state support
- Public relations
- Expand use of WATS line

SPECIFIC PLAN OF OPERATION:

1. Include school libraries in any proposal for increased state aid.
2. Secure support for transier of school library consultant services to Bureau of Maine State Library in the reorganized Department of Educational and Cultural Services, with staff sufficient to coordinate all school libraries and library systems in the state.
3. Encourage greater use through WATS line of interlibrary loan.

* In this context "regional" refers to a plan presently being promoted by the Maine School Library Association.

VOCATIONAL-TECHNICAL STUDENTS

Broad Objective:

To support programs and personnel for training and/or retraining in occupational careers at the post-secondary level.

Specific Objectives:

1) To identify the needs of the vocational-technical library/media center.
2) To identify the present, and potential, library/media needs of the vocational-technical student.
3) To establish the potential resource value of the vocational-technical library/media center.
4) Determine the administrative-educational position of the library/media center within the institution.
5) Improve communication links with all types of libraries
6) Strengthen services of State Library to this group

Methods:

1) Establish standards for vocational-technical library/media centers.
2) Obtain appropriate financial support.
3) Provide professional, and other, personnel.
4) Acquire and organize appropriate materials.
5) Establish communication - mechanized, written, oral - with other agencies, library and non-library.

6) Utilize specialized personnel.

a) State Dept. of Educ.; b) State Library;

c) Library councils; d) non-library agencies - i.e. industries, etc.

7) Service to special groups - business, industry

Specific Plan of Operation

As above: Methods.

Plus:

8) A union catalog of vocational-technical library holdings. Plus, any specialized libraries.

9) Use of WATS line and TWX.

10) Student-resource course.

11) Educational public TV.

12) Public relations - communication and Public Service.

a) Manufacturing industries; b) small business; c) the trades.

COLLEGE AND UNIVERSITY STUDENTS

BROAD OBJECTIVES: To provide library services adequate to support undergraduate education, and graduate programs where they are offered.

SPECIFIC OBJECTIVES:

1. To strengthen library book collections in all academic institutions.
2. To establish media collections where not now provided, and to strengthen those now in existence.
3. To coordinate academic library programs with library services at other levels.
4. Improve communication links with all types of libraries.
5. Strengthen services of State Library to this group.

METHODS: Secure adequate financial support
Establish State-wide processing center
Provide central storage for little-used material
Provide union list of serials in all Maine libraries
Expand WATS and TWX communication system to include all academic libraries
Establish union catalog of Maine materials

SPECIFIC PLAN OF OPERATION:

Gather support for increased funding of libraries in State supported institutions
Expand and reissue union list of serials

INSTITUTIONALIZED PERSONS

Broad Objectives

1. Improve current services to all state, county, and local institutions.
2. To develop, coordinate, and extend the quality and scope of library services to and for institutional libraries on a statewide basis.
3. Plan and maintain a system of measurement and evaluation to monitor the progress of services.

Specific Objectives

1. Identify methods of improving services.
2. Identify professional and technical assistance programs that can be provided to institutional libraries.
3. To prepare a plan that will set forth minimum collection requirements for institutions, as well as staff and budget estimates needed.
4. Strengthen services of State Library to this group.

Method

1. Survey to determine what library services and resources are presently available within the institutions.
   a. Determine what the unique needs are of each institution's population.
   b. Clearly define each institution's goals so that the library can become an integral part of the education, rehabilitation, or treatment aims and objectives.
   c. Examine State Library, as well as other library resources, that may be related to institutional needs.
2. Identify professional and technical assistance programs.
   a. Determine what present State Library services can be utilized by institutional libraries.
      1) Technical processing
      2) Consulting services
   b. Determine what local library services are available to state and local institutions.
3. Measurement and evaluation.
   a. The adequacy of libraries in each institution can be determined by examining appropriate standards.
      1) Correction libraries. "Standards for libraries in Correctional institutions." Manual of Correctional Standards 1966
      2) State Hospitals. "Standards for library services in health care institutions." American Library Association 1970.

3) Correctional with schools. "Standards for school media programs." American Library Association 1969.
4) School for the deaf. "Standards for library-media centers in schools for the deaf." U.S. Dept. of Health, Education and Welfare 1967.
5) Mentally retarded. No standard guidelines available.
Establish guidelines.

b. Establish a library council composed of State Library staff and institutional personnel to continuously monitor program progress.

Specific Plan of Operation

1. A full time consultant will be employed by the State Library to develop and coordinate library activities specifically geared to the needs of state and local institutions. The Institutional Library Consultant will also:
   a. Plan workshops on basic library skills for staff members responsible for institutional libraries.
   b. Develop an operations manual for organizing and maintaining institutional library collections.
   c. Assess needs and assign priorities in light of surveys and recommendations.
   d. Prepare a service plan that will set forth minimum collection, staff, and budget requirements for each institutional library.
   e. Coordinate provisions for direct State Library services to institutions unable to marshal financial resources needed to meet standards. Some of these direct services may be:
      1) deposit collections
      2) bookmobile services
      3) local library services such as book talks or discussion activities
   f. Establish formal discussion groups or reading programs for all institutions.
2. Direct State Library services
   a. Assistance in ordering and processing books and other materials.
   b. Inter-library loan and bibliographic services for inmates, patients, residents and professional staffs who do not have ready access to general or professional library collections.
   c. Assist in developing and to share all audio-visual media resources and services.
   d. To tie institutional libraries into all other statewide cooperative programs or services.
   e. Assist in the continuous updating and weeding of institutional library collections.
   f. Promote local public library services to state institutions, county and local jails.

HANDICAPPED PERSONS

BROAD OBJECTIVES: Improvement of current service
Extend service to new users
Expand services

SPECIFIC OBJECTIVES: Identify methods of improving services
Identify potential users
Identify new services to be offered

METHODS: Work with other agencies serving handicapped
Work with other libraries
Utilize news letters to establish direct contact with readers
Utilize new technology
Public relations
Maintain program of evaluation
Secure adequate funding

SPECIFIC PLAN OF OPERATION:

1. Improve current services by:
   - A. Regional* librarian coordinate library efforts through sub-regionals,* each working closely with public librarians in their service areas.
   - B. Periodic workshops with sub-regionals
   - C. Increase staff
2. Increase Service Area by:
   - A. Working with other agencies serving handicapped; e.g. state workshops
   - B. Publicity to general public
3. Extend services offered by:
   - A. Reference service to patrons
   - B. Reading lists to patrons
   - C. Programs through public libraries to nursing homes
   - D. Expand cassette program
   - E. Inward WATS (Wide Area Telephone Service) to allow readers closer communication with their library
4. Evaluation
   - A. Workshops
   - B. Standards for Regional Libraries for the Blind prepared with the cooperation of the ALA Round Table on Library Services to the Blind
   - C. Permanent committee

* In this context the use of "regional" and "sub-regional" refers to the program developed by the Library of Congress which designates regional and sub-regional libraries for the physically handicapped.

AGED

BROAD OBJECTIVE: Determine particular needs of this age group.

SPECIFIC OBJECTIVES: Identify methods of meeting these needs
Improve communication links between libraries and the elderly.

METHODS: Library representation on Committee on Aging
Contacts with State Health and Welfare Department; nursing homes; homes for elderly; senior citizens, etc.
Public relations
Secure adequate funding

SPECIFIC PLAN OF OPERATION:

1) Home delivery service
2) Book deposits, film showings, other services in nursing homes
3) Film and other programs in libraries
4) Involve older persons to work on library programs for the elderly
5) Provide transportation to enable elderly to have access to library services
6) State Library encourage and assist public libraries to provide these services
7) Coordinate with programs for handicapped - i.e. large print, visual aids, Talking Books

FUNCTIONALLY ILLITERATES

BROAD OBJECTIVES:
1. To determine the extent of illiteracy.
2. To establish a plan of action to eliminate illiteracy.
3. To extend library services and resources to reach and to serve functional illiterates.

SPECIFIC OBJECTIVES:
1. To improve the socio-economic conditions for those who are victims of insufficient or non-existent reading skills.
2. To improve opportunity for employment.
3. To create a condition for better citizenship.
4. To improve personal living conditions.

METHODS:
1. To establish teacher-student on a one-to-one basis in tutorial learning situation in suitable environment.
2. To determine methods most suitable for the teaching of reading, e.g., phonics, experience story.
3. To provide and plan for materials to be used and techniques to be employed.
4. To relate instruction to student needs and environment.
5. To make referrals to specialists as necessary.
6. To review skills learned and to evaluate progress.
7. To examine possible alternatives to motivate student to greater progress and advanced goals.

SPECIFIC PLAN OF OPERATION:
1. To cooperate with and enlist the support of existing agencies and organizations to determine those who can contribute to (teach) and those who will benefit from the programs (students).
2. To disseminate information through mass media (buying space when necessary) and by direct mailing.
3. To assemble collections of teaching materials, both print and non-print, to provide for the distribution of them, and to provide space for training personnel and for teaching illiterate students.
4. To arrange interviews between teacher and student.
5. To employ specialists to supervise program.
6. To provide advisory services.
7. To evaluate the program.

SPECIAL GROUPS - GOVERNMENT EMPLOYEES AND OFFICIALS

BROAD OBJECTIVES: Improve current services
Determine need for additional services

SPECIFIC OBJECTIVES: Identify methods of improving current services
Identify additional services to be offered
Strengthen services of State Library to State agencies

METHODS: Make direct contacts with government employees and officials at all levels to seek recommendations in regard to materials and services offered
Inform agencies at all levels (National, state, local) of services and materials available
Secure adequate funding

SPECIFIC PLAN OF OPERATION:

State Departments:

1. Provision of regular listings of materials pertinent to work of various departments
2. Consultant from each department asked to review present collection of State Library and make recommendations for purchase of materials relating to his department's work
3. Organization of department libraries, resulting in union catalog to be kept at State Library

Municipal:

4. Provision of regular listings of materials pertinent to work of municipal officers

SPECIAL GROUPS: LAW, MEDICINE, BUSINESS AND INDUSTRY

Broad Objectives:

To provide more effective library service to lawyers, physicians, nurses, businessmen, labor groups, and other segments of the industrial community, as well as to researchers and students specializing in study of these fields.

Specific Objectives:

Ascertain:

1. Specific services needed
2. Budget requirements
3. Personnel requirements
4. Space needs
5. Encourage sharing of resources

Method:

1. Centralized processing
2. Establishment of bibliographic control
3. Expanded interlibrary loan
4. Broadening availability of library training facilities.

Specific Plan of Operation:

1. a. Union catalog for medical collections in state
   b. Union catalog for law collections in state
   c. Union catalog for business collections in state
   d. Union catalog for labor collections in state
2. Establishment of state centralized processing center
3. Greater use of interlibrary loan through WATS line among all special libraries and large public and university libraries for use of groups specified above
4. Expanded duplicating and abstracting services
5. Utilization of training courses made available by expanded statewide library science programs
6. Enlargement of budgets in all areas by providing federal, state, and county funds to expand collections, improve facilities and staffing

..... Priority programs
_____ Proposed time sequence

	1973	1974	1975	1976	1977
SPECIAL LIBRARY/MEDIA NEEDS OF URBAN/RURAL RESIDENTS					
1. Current programs that will be continued					
a. Bookmobile service					
b. Film cooperative					
c. Telephone-teletype network					
d. Centralized card service					
e. Model Cities' Grants					
2. Programs that will be given special priority					
a. Library technology courses					
b. Scholarships					
c. Certification					
d. Statewide library card					
e. Outreach					
f. Wide area telephone service					
g. Service to Indian Reservations					
h. Development of electronic communication					
ELEMENTARY AND SECONDARY PUPILS					
1. State aid for school libs.		.....	.....	.....	.....
2. Transfer School lib. svcs.	Planning year				
VOCATIONAL-TECHNICAL STUDENTS					
1. Establish standards for library/media centers					
2. Obtain financial support		.....	.....	.....	.....
3. Provide personnel					
4. Acquire and organize materials					
5. Establish communications		.....	.....	.....	.....
6. Utilize specialized personnel					
7. Services to special groups, business, industry					
8. Union catalog voc-tech library					
9. TWX, WATS		.....	.....	.....	.....
10. Student resource course					
11. Educational public TV-production, etc. and other media					
12. Public relations					

Library/media centers					
2. Obtain financial support		.....	.....	.....	.....
3. Provide personnel					
4. Acquire and organize materials					
5. Establish communications		.....	.....	.....	.....
6. Utilize specialized personnel					
7. Services to special groups, business, industry					
8. Union catalog voc-tech library					
9. TWX, WATS		.....	.....	.....	.....
10. Student resource course					
11. Educational public TV-production, etc. and other media					
12. Public relations					
COLLEGE AND UNIVERSITY STUDENTS					
1. TWX system for all academic libraries	.....				
2. Establish union catalog of Maine materials		.....	.....	.....	
3. Increased funding of libraries	.....	.....	.....	.....	.....
4. Expand and reissue union list of serials	.....	.....			
INSTITUTIONALIZED PERSONS	.....	.....	.....	.....	.....
1. Full-time consultant					
a. Staff workshops					
b. Develop an operations manual					
c. Assess and assign priorities					
d. Prepare service plan for budget, collection, staff					
e. Coordinate direct State Library services					
f. Establish discussion groups					
2. Direct State Library services					
a. Assistance in ordering/proc.					
b. Inter-library loan and svcs.					
c. Developing a-v services					
d. Include inst. libraries in statewide programs					
e. Assist in updating/weeding					
f. Promote local public lib. services					
HANDICAPPED PERSONS	.....	.....	.....	.....	.....
1. Improve current services					
a. Sub-regional cooperation					
b. Periodic workshops					
c. Increase staff					

c. Increase staff

2. Increase Service Area
   a. Working with other agencies
   b. Publicity

3. Extend services
   a. Reference services
   b. Reading lists
   c. Programs for nursing homes
   d. Expand cassette program
   e. Inward WATS

AGED
1. Home delivery
2. Book deposits
3. Film programs
4. Employment of older persons in programs for the aged
5. Transportation to lib. svcs.
6. State library will assist public libs.
7. TV, cassettes
8. Coordinate programs

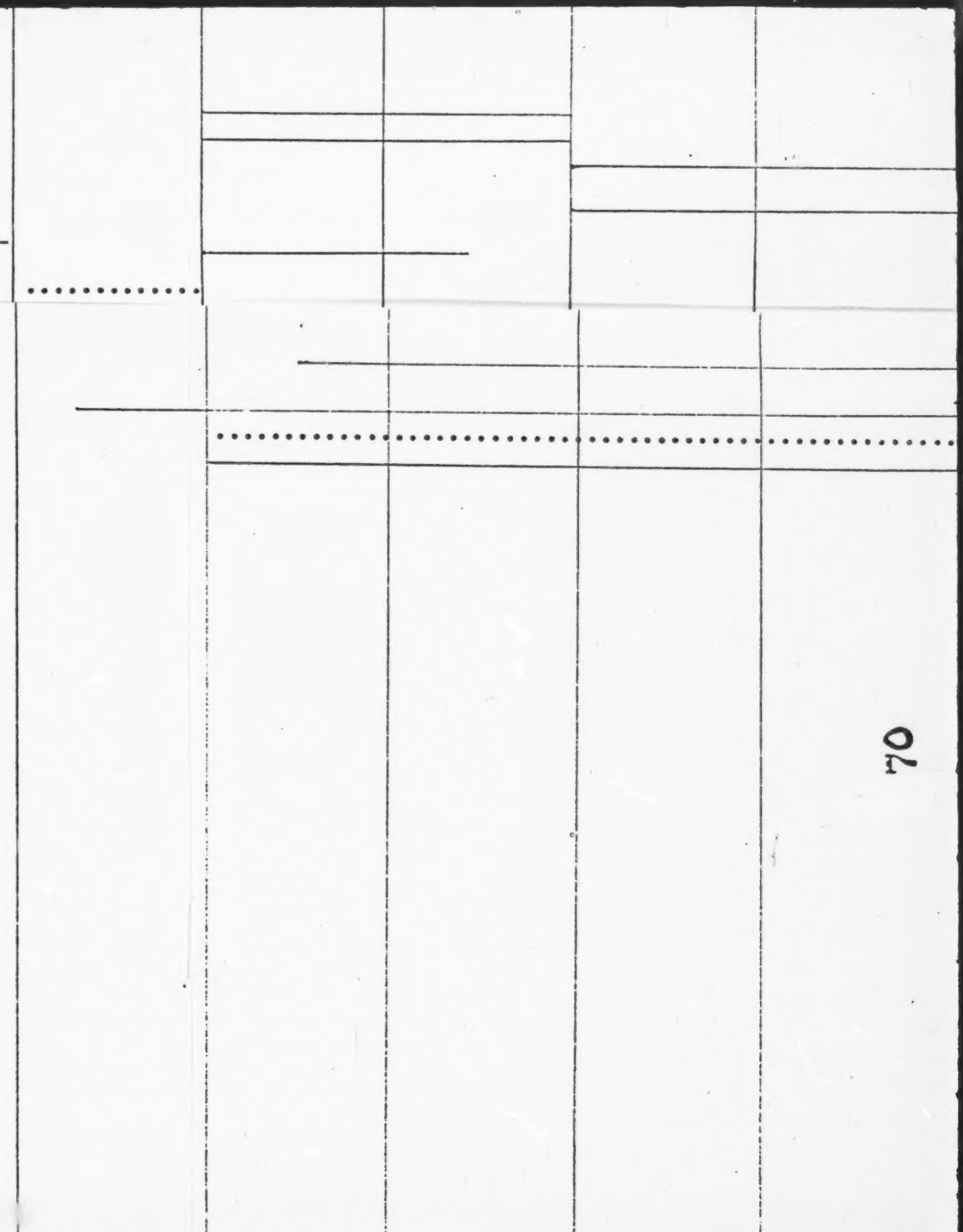
FUNCTIONALLY ILLITERATES
1. Cooperate with existing agencies
2. Disseminate information
3. Assemble and distribute collections
4. Arrange interviews
5. Employee specialists
6. Provide advisory services

GOVERNMENT EMPLOYEES AND OFFICIALS
1. Provide regular listings
2. Department consultation
3. Organization of department lib.
4. Regular listings-municipal officers

SPECIAL GROUPS: LAW, MEDICINE, BUSINESS AND INDUSTRY
1. Union catalog
   a. Medical collections in state
   b. Law collections in state
   c. Business collections in state
   d. Labor collections in state

SPECIAL GROUPS: LAW, MEDICINE, BUSINESS AND INDUSTRY

1. Union catalog
   a. Medical collections in state
   b. Law collections in state
   c. Business collections in state
   d. Labor collections in state
2. Establish centralized processing center
3. Greater use of WATS line
4. Duplicating and abstracting svcs.
5. Utilization of training courses
6. Enlargement of budgets
7. Development of TV services



EVALUATION METHODS

Introduction

In attempting to develop evaluation strategies for the various elements of this 5-year plan, it is recognized that the traditional concept of evaluation is too narrow and restrictive. Evaluation must be more than a process which takes place after a project or activity has been completed, simply for the purpose of determining its successfulness. Rather, evaluation is a process which can assist in making decisions from the initial stages of a project, through the implementation, to termination or long-range continuation.

Therefore we have chosen to base our evaluation plan on the CIPP model. Briefly stated, this model consists of four types of evaluation which service different types of decisions.

Context evaluation services planning decisions to determine objectives

Input evaluation services structuring decisions to design procedures

Process evaluation services implementing decisions to control and refine procedures

Product evaluation services recycling decisions to judge and react to attainments

For the programs outlined under each "target group" a time schedule is indicated for the collection, organization, analysis and reporting of information which will assist in making decisions concerning these programs.

GENERAL POPULATION - URBAN/RURAL

CONTEXT

Annually

1. The State Library staff and Advisory Council on Libraries will review:

   (a) Basic goals and objectives
   (b) The needs or opportunities for more or extended areas of service.
   (c) Identify other institutions which contribute to or can assist in meeting program goals and objectives.

Annually

2. Review or analysis of State Library services to public libraries and bookmobile areas by:

   (a) State Librarian
   (b) Director of Library Development Services
   (c) Staff consultant specialists

INPUT

Annually

1. Review of plan methods by State Librarian, Director, Library Development Services, staff consultant specialists.

   (a) Determine adequacy of technical knowledge and staff to accomplish program objectives.

Quarterly

   (b) Review equipment and material requirements for program implementation.

Annually

   (c) Consider alternative procedures or methods.

2. Cost and budget considerations

Quarterly

   (a) Review limits of state and federal funding.

Annually

   (b) Explore cooperative and/or contractual arrangements with other state agencies for expanded resources and technical assistance.

PROCESS

Annually

1. Structure State Library Annual Report forms to serve as monitoring devices for programs relating to public libraries.

2. Use questionnaire in bookmobile areas to determine use and effectiveness.

3. Use sampling questionnaire technique to obtain feedback on film, telephone-teletype, and central card service programs.

Semi-annually	4. Review bookmobile program procedures and problems with all Bookmobile Librarians.
Semi-annually	5. Obtain advisory opinion from Dept. of Education Special Media Resources Unit, on media services to public libraries.

PRODUCT

Annually	1. Bookmobile Coordinator will assess current services using "standards of quality for bookmobile services."
Triennially	2. Devise survey forms to measure attitudinal changes among librarian and library users, based on questionnaires used by Task Force in 1970.
Quarterly	3. Review time scheme for program implementation
Annually	4. Review statistics related to services (a) Bookmobile - circulation statistics (b) Telephone-teletype (c) Central - card services
Annually	5. Obtain assessment of all special project grants from libraries involved.
Annually	6. Decision to continue or terminate individual programs.

C I P P EVALUATION MODEL - FIVE YEAR PLAN

INSTITUTIONALIZED	Monthly	Bi-monthly	Quarterly	Twice each year	Yearly	1973	1974	1975	1976	1977
CONTEXT:										
1. Contact appropriate state personnel for advisory opinion on service approach										
a. Dept. of Corrections for correctional institutions.										
b. Supervisory personnel at state hospitals.										
c. Supervisory personnel at Baxter School										
2. Review of basic goals and objectives by: Institutional librarians State Library Advisory Council										
3. Needs assessment survey						Establish	Yearly	Review		
a. Outline basic goals and objectives of each institution to determine opportunities for service										
b. User survey through questionnaire or interview to assess needs of institutional population										
c. Review of institutional population characteristics.										
4. Assessment of 10 year plans for feasibility and effectiveness										
INPUT:										
1. Review of plan methods.										
a. Consultant and State										

istics.

4. Assessment of 10 year plans for feasibility and effectiveness

INPUT:

1. Review of plan methods.
   a. Consultant and State Library staff team review.
   b. Assess State Library staff capacity to accomplish stated methods.
   c. Consultant will consider alternative procedures or methods
2. Review cost and budget considerations between State Librarian, project director, consultant.
   a. Review budget analysis with business office.

PROCESS:

1. Monitor program through external panel of users.
2. Use questionnaire with institutional personnel to determine library effect. (Teachers at Boys Training Center to find what changes may have taken place as a result of library use.)
3. Analysis of use patterns. Determine how many are using the library on a schedule of observational sampling.
4. Review of circulation statistics of each institution.
5. Meetings of institutional librarians to react to program progress.
6. Schedule of consultant visits to access program problems and recommend program procedures.

4. Review of circulation statistics of each institution.
5. Meetings of institutional librarians to react to program progress.
6. Schedule of consultant visits to access program problems and recommend program procedures.

PRODUCT:

1. Consultant review of program goals and objectives.
2. Devise a survey form to measure attitudinal changes among users.
3. Compare institutional library resources and facilities against appropriate standards.
4. Review institutional annual reports.
5. Determination of project recycle or termination by State Librarian, project director, consultant.

HANDICAPPED

CONTEXT

Annually 1. Establish an advisory group to review project, goals, objectives, and methods, and to elicit possible alternative approaches.

Advisory group representative of:

a. State personnel who represent other State agencies involved in statewide services for the handicapped.

b. The handicapped user or non-user.

c. Representatives of clubs or organizations concerned with the needs of the handicapped.

d. State Library consultant for services to the handicapped.

Annually 2. Review of established national standards for library services for the handicapped.

Annually 3. Determine, through research of existing statistics, reader potential. Establish a readership goal (numbers of handicapped to be enrolled in the program).

Annually 4. Obtain professional advice on mechanical aids and devices used in the program (Ophthalmologists, physical therapists, nurses, etc.).

Annually 5. Begin to outline specific service needs through:

a. Survey questionnaire to readers now enrolled.

b. Questionnaire to state, county, and local people concerned with the needs of the handicapped.

Annually 6. Review of program goals and objectives by State Librarian, Director of Library Development Services and Library Advisory Council.

Annually 7. Review and assess other New England Regional programs for the handicapped to determine local or national program trends.

INPUT

Semi-annually — 1. Review of plan methods

a. Determine adequacy of materials and equipment to be used in the program.

Quarterly — b. Consider suggested alternative procedures or methods for service.

Annually — c. Consultant and staff review and reaction to plan methods.

2. Cost and budget considerations

Annually — a. Consider staffing needs.

Quarterly — b. Review budget with business office and State Librarian.

Annually — c. Determine adequacy of facilities to accomplish goal and objectives of the program.

PROCESS

1. Monitor the effectiveness of materials distribution through:

Constantly — a. Involvement of personal contacts with readers on a sub-regional basis.

Annually — b. Questionnaire to users (Telephone survey)

Semi-Annually — c. Re-registration of equipment in use (Magnifying aids).

2. Review process used to obtain new readers through:

Annually — a. Determine the number of readers who were registered utilizing a newly designed application form.

Annually — b. Measure effect of SHARE program designed to specifically locate a designated number of readers (Lion's Club involvement).

Annually — c. Determine how users first learned of services available.

Quarterly — 3. Sub-regional meetings between Consultant and librarians to assess program problems and procedures.

PRODUCT

Annually 1. Assess current resources and services using standards for library services to the handicapped.

Annually 2. Review program goal relating to new readers enrolled.

a. Consider circulation statistics Talking Books and Cassettes.

b. Circulation of magnifying aids.

c. Circulation of mechanical aids and devices.

Annually 3. Compare reader reaction statistics (complaints/ commendations).

Annually 4. List and review new agencies or diverse groups involved in the program.

Annually 5. Solicit a professional judgement from the Library of Congress, Division of Services for the Blind and Visually Handicapped on Maine's progress as compared to national or local trends.

Annually 6. Decision regarding termination or continuation of program or program alternatives.

GOVERNMENT EMPLOYEES AND OFFICIALS

CONTEXT

Annually

1. Contact representatives of various state departments for advisory opinion on service approach.

2. Review of basic goals and objectives by

Annually

(a) Representatives of state departments
(b) State Library staff
(c) Advisory Council on Libraries

3. Review of "Standards for Library Functions at the State Level" as related to service to government.

INPUT

1. Review of plan methods

Semi-annually

(a) State Library staff and representatives of departments

Semi-annually

(b) Assess State Library staff capacity to accomplish stated methods

Annually

(c) Consider alternative procedures or methods

Quarterly

2. Review cost and budget considerations

PROCESS

Annually

1. Use questionnaire with state department employees to determine effectiveness of programs.

PRODUCT

Semi-annually

1. Review of program goals and objectives by State Library staff.

Triennially

2. Devise a survey form to measure attitudinal changes among state department employees and officials.

Annually

3. Compare frequency of reference, bibliographic, and in-service training services provided to state agencies with previous years.

Annually

4. Decision in regard to continuation or termination of project.

PUBLIC LIBRARY CONSTRUCTION, TITLE II

The purpose of Maine's participation in the plan for library construction is to aid in the expansion and improvement of public library services in those communities having inadequate services and/or to provide facilities for giving library service in communities where such facilities are completely lacking.

Annual reports made by the local libraries on forms supplied by the Maine State Library, Statistics of Public Libraries in Maine, and the most recent standards established by library authorities giving formulas for arriving at minimum space requirements will be used in determining those areas which are without the library facilities necessary to develop adequate library services.

Visits by members of the State Library staff will be made for the purpose of evaluating the physical facilities of existing libraries and reviewing the service program of existing and proposed libraries.

There will be no consideration given to the application of any library which does not outline in detail the procedures to be followed in the expansion and improvement of services, including plans to meet the minimum standards of the Maine Library Association.

To be eligible a library must indicate a willingness to cooperate with other libraries in order to strengthen its services and resources.

The following criteria will be used in determining the eligibility of a local public library to apply for funds for

construction under the Library Services and Construction Act:

1. In those areas having no legally-established facilities at present for public library service, the local governmental agency must establish public library service and guarantee operating funds adequate to provide service which meets the MINIMUM STANDARDS FOR PUBLIC LIBRARY SERVICE IN MAINE.

2. Application for funds under Title II of the Library Services and Construction Act should be made only by those libraries having drawings prepared by a qualified, registered architect, which are sufficiently advanced to permit the architect to make a firm estimate of costs.

   A copy of the agreement with the architect must be submitted to the State Librarian.

   The legally-recognized local library board or the legally-responsible governing authority (e.g. city manager, town manager) will be responsible for submitting a Construction Project application to the State Library and for administering the project if approved.

3. Confirmation that local matching funds will be available for the entire project must be given at time of application. Also, assurance must be given that sufficient local matching funds will be available each time payment of federal funds is requested.

4. The new or renovated building must meet minimum space requirements as set forth in the most recent standards established by library authorities, taking into consideration estimated population growth over a 20-year period.

5. Facilities constructed with the use of Federal funds under this Act shall, to the extent appropriate in view of the uses to be made of the facilities, be accessible to and usable by handicapped persons.

6. It is necessary to comply with any federal regulations which are issued relating to the evaluation of flood hazards in locating federally financed construction projects.

7. Any library wishing to qualify for funds which does not meet the minimum standards for hours, as established by the Maine Library Association must give written assurance that these will be met within a one-year period from the date of completion of the building.

8. Any library wishing to qualify for funds which does not meet the minimum standards for size of book collection, as established by the Maine Library Association, must give written assurance that these will be met within a five-year period from the date of completion of building. The collection must contain only up-to-date, useful material and the

percentage of the collection allotted to adult and juvenile fiction and non-fiction should correspond closely to recommended standards.

Once the local library building project has been approved, the State Library will evaluate the present collection of the local library. If any particular section is found to be exceptionally weak, the library may be required to purchase a certain number of titles before the building is completed, in order to quality for Federal assistance.

9. Any library wishing to qualify for funds which does not have its collection properly classified and cataloged must give written assurance that this will be done within a five-year period from date of completion of building.

10. There must be liberal use of interlibrary loan to supply material not available locally to patrons with serious interests.

11. There must be evidence that the library is giving adequate reference assistance.

12. The library must indicate a willingness to cooperate with other libraries in order to strengthen its services and resources.

13. The library must indicate a willingness to cooperate with school libraries without attempting to perform the functions of a school library.

14. The library must prepare a statement describing in detail the expanded and improved services which will be provided to children, young people and adults as a result of a new or renovated building, inculding plans to meet the minimum standards of the Maine Library Association.

No application will be approved until the architectural drawings have been examined by the State Librarian.

The State Librarian will use these criteria to rate libraries making application and on the basis of present program and proposed plans will determine which libraries show the greatest potential for successfully carrying out an expanded program.

To establish priority among those libraries eligible to receive funds for construction, the State Librarian will follow this procedure:

1. Visit each library for the purpose of making a careful survey of present library facilities, taking into consideration total area, book capacity, reader seats, work space.

2. Study building plans for each library to determine if they meet minimum standards for total area, etc., as set forth by library authorities.

3. Consider the suitability of the site in relation to ease of access by the greatest number of people.

4. Evaluate the library's present services to the community, taking into consideration the adequacy of local support, the method of book selection and apportionment of book funds, the caliber of reference service, the liberal use of interlibrary loan to supply material not available locally to patrons with serious interests.

5. Discuss with librarians and trustees their plans for improvement and expansion of services when adequate physical facilities are available.

6. Rate each library on the basis of the criteria as set forth in the State Plan to determine which libraries show the greatest potential for successfully carrying out an expanded program.

Construction contracts shall be entered into within twelve (12) months of approval of the project application by the State Librarian.

After approval by the State Librarian of working drawings and specifications for the public library construction project, bids will be requested within two weeks from date of approval, the contract awarded within one month after bids have been opened and accepted, and the actual construction begun immediately after the awarding of the contract.

Public libraries may apply for funds to purchase existing buildings for conversion to library use under the following circumstances:

(1) A structural engineer or other competent authority must certify that the building is structurally sound, will stand the library weight load and the state library agency must determine that it is suitable for such conversion to library use;

(2) the existing building is of open construction or can be remodeled so that a functional, flexible library area can be planned;

(3) the finished building can meet all the

criteria for a new library structure;

(4) there is sound evidence that such a conversion is more feasible than the construction of a new building.

Opportunity for State hearing.

The State Library hereby assures that every local or other public agency whose application for funds under the plan for a project for construction of a public library is denied will be given an opportunity for a fair hearing before the State Library.

Davis-Bacon Act and Contract Work Hours Standards Act.

The State Library gives assurance that, as required by section 203 (a) (4) of the Act, all laborers and mechanics employed by contractors or subcontractors on all construction projects assisted under the Act shall be paid wages at rates not less than those prevailing on similar construction in the locality, as determined by the Secretary of Labor in accordance with the Davis-Bacon Act, as amended, and shall receive overtime compensation in accordance with the subject to the provisions of the Contract Work Hours Standards Act.

APPENDICES

Table 1.

Table 3. Components of Population Change by Race: 1970 and 1960

[Detail by race shown where available; for meaning of symbols, see text]

The State Metropolitan State Economic Areas Counties	Population		Change		Components of change			
							Net migration	
	1970	1960	Number	Percent	Births	Deaths	Number	Percent
THE STATE								
Total population	992,048	969,265	22,783	2.4	203,043	109,320	-70,945	-7.3
White	985,276	963,291	21,985	2.3	200,348	108,885	-69,478	-7.2
Negro and other races	6,772	5,974	798	13.4	2,695	435	-1,462	-24.5
Metropolitan areas	283,807	269,063	14,744	5.5	58,679	31,313	-10,622	-3.9
Inside central cities	131,046	137,819	-6,773	-4.9	27,239	77,209	-16,803	-12.2
Outside central cities	152,761	131,244	21,517	16.4	29,440	14,104	6,181	4.7
Nonmetropolitan areas	708,241	700,202	8,039	1.1	146,364	78,007	60,318	-8.6
METROPOLITAN STATE ECONOMIC AREAS								
Portland:								
Total population	192,528	182,751	9,777	5.3	38,355	21,469	-7,109	-3.9
Inside central city	65,116	72,566	-7,450	-10.3	14,456	9,951	-11,955	-15.5
Outside central city	127,412	110,185	17,227	15.6	23,899	11,518	4,846	4.4
Lewiston-Auburn:[2]								
Total population	91,279	86,312	4,967	5.8	18,324	9,844	-3,513	-4.1
Lewiston city	41,779	40,804	975	2.4	8,328	4,585	-2,769	-6.8
Auburn city[3]	24,151	24,449	-298	-1.2	4,454	2,673	-2,079	-8.5
Outside central cities	25,349	21,059	4,290	20.4	5,541	2,586	1,335	6.3
COUNTIES								
Androscoggin	91,279	86,312	4,967	5.8	18,324	9,844	-3,513	-4.1
Aroostook[4]	92,463	106,064	-13,601	-12.8	25,377	7,893	-31,085	-29.3
Cumberland	192,528	182,751	9,777	5.3	38,355	31,469	-7,109	-3.9
Franklin	22,444	20,069	2,375	11.8	4,439	2,450	386	1.9
Hancock	34,590	32,293	2,297	7.1	5,893	4,321	725	2.2
Kennebec	95,247	89,150	6,097	6.8	18,391	9,992	-2,302	-2.6
Knox	29,013	28,575	438	1.5	4,807	4,082	-287	-1.0
Lincoln	20,537	18,497	2,040	11.0	3,372	2,682	1,350	7.3
Oxford	43,457	44,345	-888	-2.0	8,491	5,101	-4,278	-9.6
Penobscot	125,393	126,346	-953	-0.8	28,763	12,417	-17,299	-13.7
Piscataquis	16,285	17,379	-1,094	-6.3	3,131	2,359	-1,866	-10.7
Sagadahoc	23,452	22,793	659	2.9	4,812	2,715	-1,438	-6.3
Somerset	40,597	39,749	848	2.1	8,278	4,679	-2,751	-6.9
Waldo	23,328	22,632	696	3.1	4,665	2,973	-998	-4.4
Washington	29,859	32,908	-3,049	-9.3	5,509	4,208	-4,350	-13.2
York	111,576	99,402	12,174	12.2	20,436	12,135	3,873	3.9

[1]Metropolitan State Economic Area (Cumberland County). [2]Androscoggin County, nearest equivalent to a Metropolitan State Economic Area. [3]A small portion of Auburn city is considered rural (see "Extended Cities" under Definitions and Explanations). In 1970, 1,800 residents of the city were classified as rural, representing 7.4 percent of the total population. [4]Corrected total for Aroostook County is 94,078.

Source: U.S. 1970 Census

Table 2.

DISTRIBUTION OF POPULATION,
BY AGE GROUP AS A PERCENTAGE OF TOTAL[a]
UNITED STATES AND NEW ENGLAND STATES, 1968 AND 1969,
AND MAINE 1970

State or Region	1968 Under 5 Years	5-17 Years	18-44 Years	45-64 Years	65 and Over	1969 Under 18 Years	18-64 Years	65 and Over
U.S.	9.3%	26.2%	34.6%	20.4%	9.6%	35.8%	55.3%	9.6%
N. Eng.	9.0	25.1	33.5	21.6	10.8	33.9	55.3	10.9
Me.	9.4	26.2	32.4	20.2	11.9	35.1	53.1	11.9
N.H.	9.4	25.6	34.0	20.1	11.1	34.6	54.4	11.0
Vt.	9.1	26.3	33.8	19.6	11.2	34.9	53.5	11.4
Mass.	9.0	24.8	33.0	21.9	11.4	33.5	55.1	11.4
R.I.	8.9	24.0	34.0	21.9	11.0	32.7	56.1	11.1
Conn.	9.1	25.3	34.3	22.0	9.3	34.1	56.6	9.3
Me. 1970	8.5	26.1	33.2	20.6	11.6	34.7	53.8	11.6

a. Rows may not add to 100% due to rounding.
Source: (base data) U.S. 1970 Census.

Table 3.

DISTRIBUTION OF POPULATION, BY AGE GROUP
AS A PERCENTAGE OF TOTAL, MAINE COUNTIES, 1970

County	Under 5 Years	5-17 Years	18-44 Years	45-64 Years	65 and Over	Under 18 Years	18-64 Years
Androscoggin	8.9%	25.6%	32.6%	20.9%	11.9%	34.6%	53.5%
Aroostook[b]	9.5	30.3	33.8	17.8	8.5	39.9	51.7
Cumberland	8.3	25.5	33.7	21.1	11.5	33.8	54.7
Franklin	9.2	26.1	34.2	19.6	10.9	35.3	53.8
Hancock	7.7	24.5	31.5	22.0	14.3	32.2	53.5
Kennebec	8.6	25.8	32.6	21.2	11.7	34.4	53.9
Knox	7.5	24.3	30.2	22.1	16.0	31.8	52.3
Lincoln	7.7	24.8	29.1	22.8	15.6	32.4	51.9
Oxford	8.2	28.1	29.8	21.8	12.2	36.2	51.6
Penobscot	8.3	25.8	37.4	18.7	9.8	34.1	56.1
Piscataquis	7.8	25.4	30.0	23.2	13.6	33.2	53.3
Sagadahoc	9.2	26.1	32.6	20.8	11.4	35.3	53.4
Somerset	9.0	27.0	31.4	21.2	11.4	36.0	52.6
Waldo	8.2	27.5	31.9	20.5	12.0	35.7	52.4
Washington	7.9	24.9	30.1	22.3	14.9	32.8	52.4
York	8.7	25.2	33.5	20.9	11.7	33.8	54.4
State Total[b]	8.5	20.1	33.2	20.6	11.6	34.7	53.8

b. Figures do not include 1615 people because age group breakdown is not available for them.
Source: U.S. 1970 Census.

Table 4.

Table A. Population by Race and Metropolitan and Nonmetropolitan Residence: 1970 and 1960

The State Metropolitan and Nonmetropolitan Residence	Population		Change		Percent Distribution	
	1970	1960	Number	Percent	1970	1960
Total.....	992,048	969,265	22,783	2.4	100.0	100.0
Metropolitan residence[1]..	283,807	269,063	14,744	5.5	28.6	27.8
Inside central cities..	131,046	137,819	-6,773	-4.9	13.2	14.2
Outside central cities.	152,761	131,244	21,517	16.4	15.4	13.5
Nonmetropolitan residence	708,241	700,202	8,039	1.1	71.4	72.2
White.....	985,276	963,291	21,985	2.3	99.3	99.4
Metropolitan residence[1]..	282,197	268,074	14,123	5.3	28.4	27.7
Inside central cities..	130,154	137,242	-7,088	-5.2	13.1	14.2
Outside central cities.	152,043	130,832	21,211	16.2	15.3	13.5
Nonmetropolitan residence	703,079	695,217	7,862	1.1	70.9	71.7
Negro and other races	6,772	5,974	798	13.4	0.7	0.6
Metropolitan residence[1]..	1,610	989	621	62.8	0.2	0.1
Inside central cities..	892	577	315	54.6	0.1	0.1
Outside central cities.	718	412	306	74.3	0.1	...
Nonmetropolitan residence	5,162	4,985	177	3.6	0.5	0.5

[1]State economic areas.

Source : U.S. 1970 Census, general demographic Trends, 1960-70

Table 5

Maine Employment, Selected Years
(Monthly Average Number of Jobs)

Source of Employment	1960	1965	1969	1970	Change 1960 to 70
Total Work Force	371,600	372,600	402,300	407,400	+35,800
Total Unemployment	27,500	18,300	18,600	23,000	-4,500
Total Employment	344,100	354,200	383,600	384,080	+39,980
Total Non-Manufacturing	163,830	180,310	206,340	214,180	+50,350
Total Manufacturing	113,670	115,090	123,700	117,300	+3,630
Leather	24,100	28,450	28,130	25,840	+1,740
Paper, allied Products	18,150	17,690	18,030	17,580	-570
Transportation[a]	14,360	11,520	13,240	12,460	-1,900
Lumber and Wood	16,900	13,820	14,290	14,050	-2,850
Food	11,400	11,150	12,090	11,480	+80
Textiles	14,100	12,430	11,840	10,790	-3,310
Electrical Machinery	1,250	2,550	5,390	4,720	+3,020
Machinery Ordinance	1,500	3,080	3,340	2,850	+1,350
Apparel	2,660	3,070	3,310	3,440	+780
Rubber and Plastics	1,110	2,260	3,190	2,910	+1,800
Printing	2,390	2,450	2,750	2,850	+460
Fabricated Metals	1 960	1,610	2,690	2,930	+970
Petroleum and Chemicals	760	1,000	1,360	1,340	+580
Stone, Clay, Glass	1,040	1,230	1,200	1,150	+110
Furniture	890	1,300	1,060	850	-40
Misc. Manufacturing	690	900	770	730	+40
Primary Metals	280	440	730	1,010	+730
Instruments	130	140	290	320	+190
Total Trade	53,900	55,600	64,150	65,900	+12,000
Government Total	39,030	47,210	56,270	59,080	+20,050
Federal Government	9,550	9,010	9,310	9,080	-470
State Government	10,340	12,080	15,480	16,700	+6,360
Education	(1,890)	(2,500)	(4,600)	(5,020)	+(3,130)
Local Government	19,140	26,120	31,580	33,300	+14,160
Education	(11,070)	(16,150)	(19,840)	(20,950)	+(9,880)
Total Finance Ins. Real Estate	9,000	9,900	11,660	12,270	+3,270
Total Service	30,200	35,700	41,560	42,910	+12,710
Transportation Public Utilities	18,100	16,500	17,150	17,590	-510
Contract Construction	13,600	15,400	15,550	16,430	+2,830
Non-Farm, All other	44,700	42,000	38,700	38,200	-6,500
Agriculture	21,900	16,800	14,900	14,400	-7,500

a. Includes Kittery Naval Shipyard Employment.
Source: Maine Employment Security Commission; unpublished data.

Table 6.

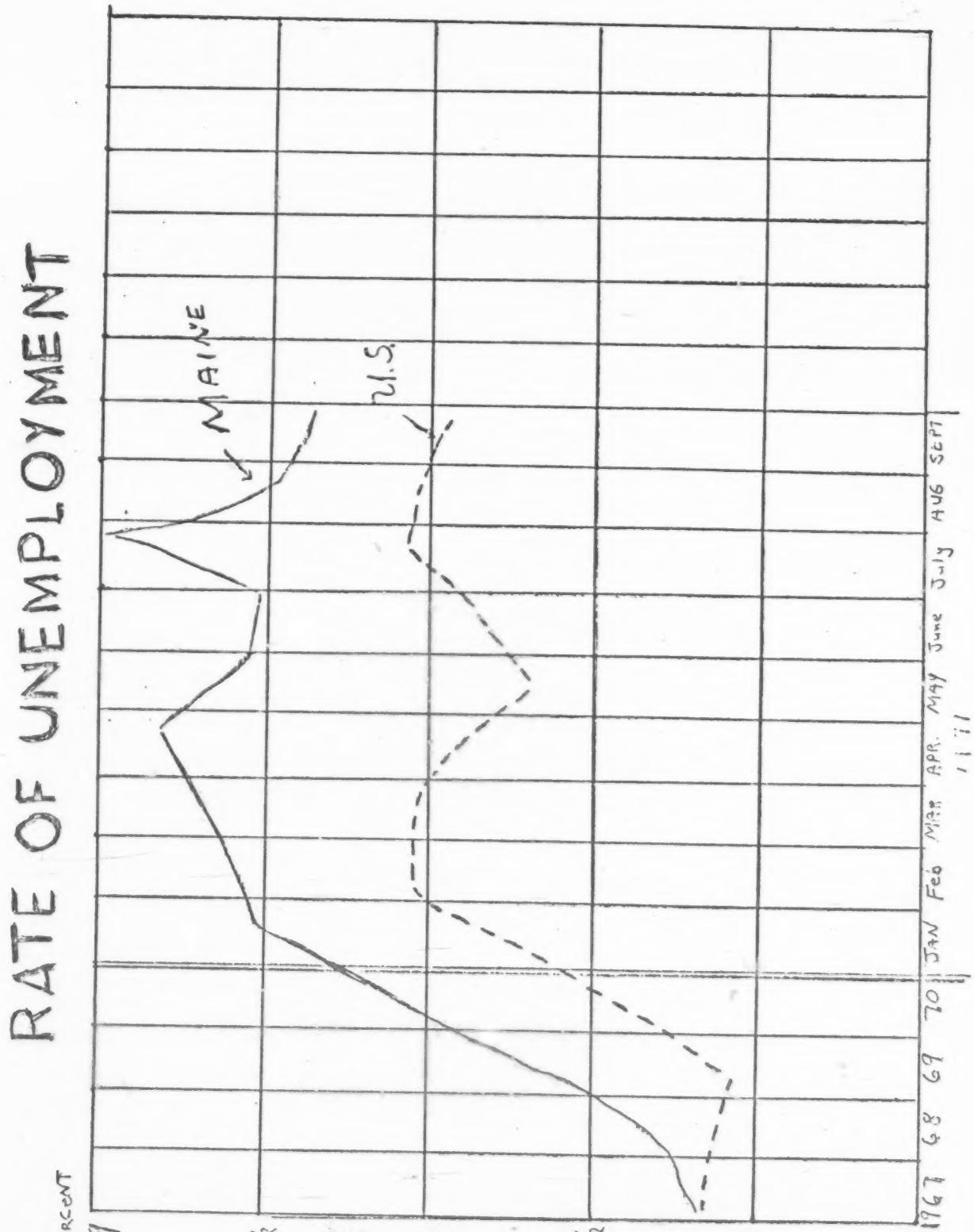

RATE OF UNEMPLOYMENT
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Table 7.

PER CAPITA PERSONAL INCOME, UNITED STATES[a] and NEW ENGLAND STATES, SELECTED YEARS, 1950-1970
(dollars)

Region or State	1950	1960	1966	1967	1968[r]	1969[r]	1970[r]
U.S.	1,496	2,216	2,987	3,169	3,436	3,705	3,921
N.E.	1,601	2,424	3,210	3,454	3,740	4,026	4,277
Me.	1,186	1,842	2,447	2,549	2,794	3,021	3,257
N.H.	1,323	2,144	2,814	3,001	3,245	3,434	3,590
Vt.	1,121	1,842	2,645	2,793	3,045	3,261	3,465
Mass.	1,633	2,457	3,213	3,460	3,762	4,070	4,360
Conn.	1,605	2,306	3,688	4,001	4,290	4,625	4,856
R.I.	1,875	2,219	3,059	3,297	3,558	3,714	3,902

r. revised
a. Includes Alaska and Hawaii 1950-1970 only.
Source: "Survey of Current Business," August 1971, p. 31.

Table 8.

Total Enrollment, High School Graduates and Percent to Graduate, Public Schools, Maine, Selected Years, 1930–1969

Grade	Year 1929-1930	1939-1940	1949-1950	1959-1960	1967-1968	1968-1969	1969-1970
Kindergarten	8,290	11,120	13,670	15,640	18,980	18,710	19,410
1	17,900	14,540	17,000	18,300	20,830	20,420	20,710
2	15,350	14,200	15,340	17,670	19,140	19,670	20,160
3	14,950	14,390	14,230	16,940	18,850	19,190	19,310
4	14,930	14,030	13,260	16,010	18,370	18,910	19,040
5	14,050	13,820	12,990	16,930	18,240	18,910	18,890
6	13,610	13,840	12,670	17,240	18,020	18,870	18,830
7	13,000	13,630	12,740	17,970	18,040	19,080	18,900
8	11,840	13,150	12,120	14,670	17,870	18,740	18,720
Special or Ungraded	740	400	210	500	1,260	2,240[a]	1,570
Total Elementary	124,860	123,120	124,230	151,870	169,600	174,740	175,530
9	9,810	11,690	10,520	12,410	17,360	18,050	18,090
10	7,200	9,610	8,730	11,420	16,110	17,130	17,160
11	5,740	8,390	7,590	10,690	14,330	15,630	15,730
12	4,780	7,260	7,100	8,850	12,690	14,170	14,350
Post Graduate	190	520	160	110	320	440	350
Total Secondary	27,720	37,470	34,100	43,480	60,810	65,420	65,680
Total Enrollment	152,580	160,590	158,330	195,350	230,410	240,160	241,200
Percent of Grade 9 to Graduate	43.3	53.5	58.4	66.5	77.7	82.8	84.5
Number of H.S. Graduates	4,200	6,120	5,930	8,300	12,010	12,790	14,000

Source: Me. Dept. of Education; unpublished data.

Table 9.

a. Male and Female
b. Estimated.
Source: Maine Department of Economic Development, unpublished data.

Enrollments[a] in Institutions of Higher Education, Maine, Selected Years, 1962-1969

College	1962	1967	1968	1969
Public	7,503	13,375	14,648	15,084
University of Maine	4,959	8,594	9,120	12,899[g]
Orono	4,477	7,126	7,581	7,294
Portland[b] (includes Law School)	482	1,281	1,297	2,819[f]
Augusta		177	242	295
State Colleges[b]	1,911	3,118	3,560	2,491[g]
Maine Maritime Academy	322	546	545	534
Vocational Technical Institutes[c]	311	1,117	1,423	1,651
Private	5,975	8,438	9,014	9,000
Bates	898	990	998	1,100
Bowdoin	817	829	950	952
Colby	1,270	1,517	1,517	1,506
Husson	778	1,201	1,374	1,201
Nasson	479	898	950	786
Ricker	361	625	614	648
St. Francis	293	523	600	736
Thomas	283	357	375	470
Westbrook	489	482	480	502
Others[d]	411	946	1,178	1,099
Total Public and Private	13,478	21,813	23,662	24,084

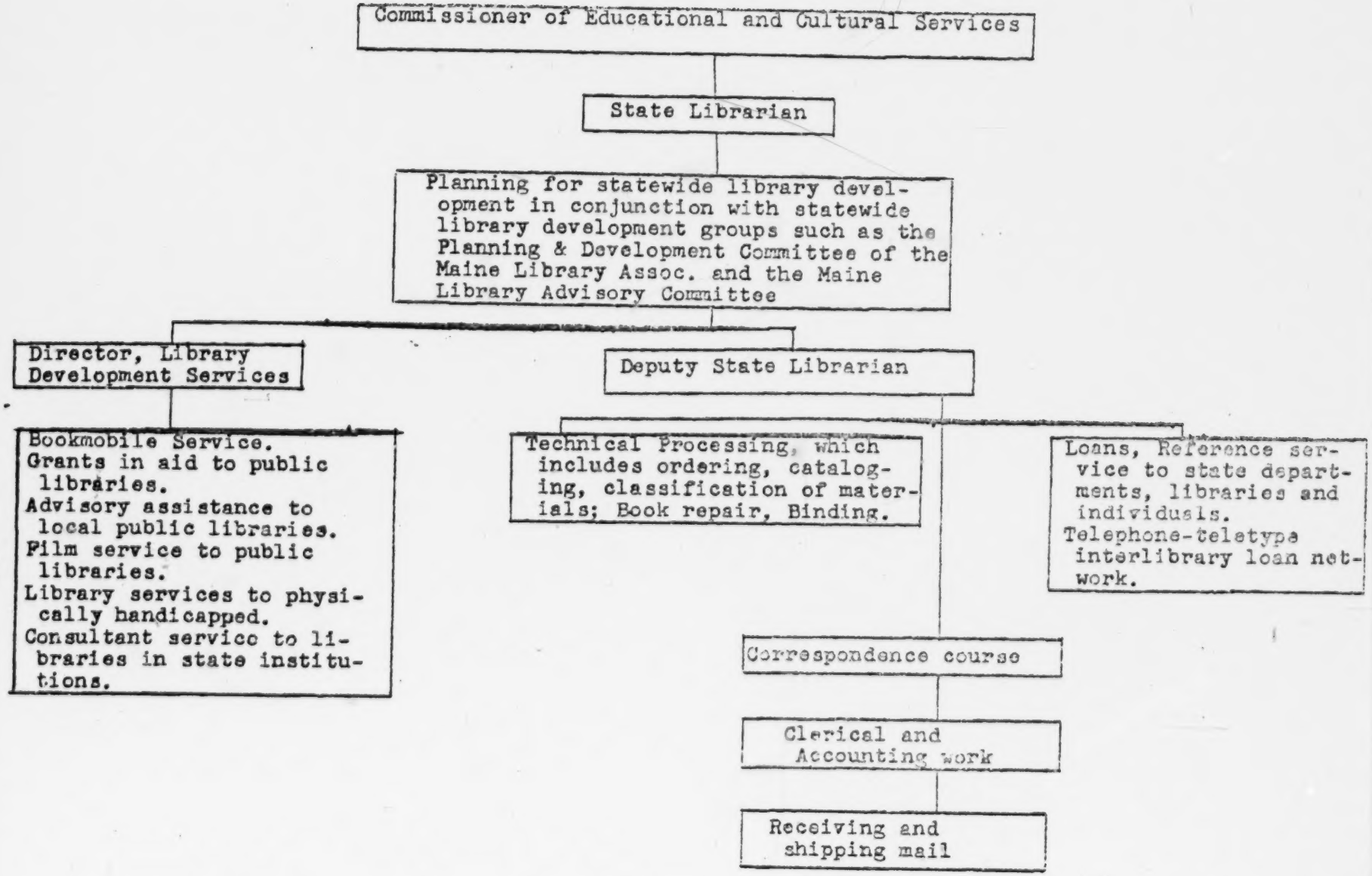
a. Undergraduate, full time only.
b. Aroostook, Farmington, Fort Kent, Gorham and Washington State Colleges thru 1968.
c. Central, Eastern, Northern, and Southern Maine VTI's.
d. Bangor Theological, Beal, Bliss, J.F. Kennedy, Northern Conservatory of Music, St. Josephs, and Unity.
e. State Colleges became U. of M. campuses in May, 1968. 1969 figure doesn't include Gorham (see f.).
f. U. of M. Portland–Gorham (plus Law School) in 1969.
g. 1969 figures include former State Colleges as U. of M. campuses.
Source: The Institute for Educational Development; "A Report on Comprehensive Facilities Planning for Higher Education in the State of Maine," 1968, pp. 36-37. New England Board of Higher Education; "Facts About New England Colleges, Universities, and Institutes," 1970, pp. 4-7. University of Maine, Cooperative Extension Service; "Directory of Educational Opportunities in Maine," 1970, p 22.

Table 10.

Percentage of University of Maine Male Graduates Located Outside Maine After Graduation, by Field of Study, 1968

Years After Graduation	Life Sciences & Agriculture	Arts and Sciences	Education	Technology	Total
One	18.1	33.5	18.5	47.6	32.4
Five	31.3	55.1	30.1	70.7	51.6
Ten	32.7	58.0	35.3	69.4	53.1
Fifteen	37.7	54.6	37.5	67.5	53.2
Twenty	37.8	53.8	51.6	71.4	54.4

Source: University of Maine, Manpower Research Project; "Migration of Maine's University Graduates," 1968.


Commissioner of Educational and Cultural Services
State Librarian
Planning for statewide library development in conjunction with statewide library development groups such as the Planning & Development Committee of the Maine Library Assoc. and the Maine Library Advisory Committee
Director, Library Development Services
Deputy State Librarian
Bookmobile Service.
Grants in aid to public libraries.
Advisory assistance to local public libraries.
Film service to public libraries.
Library services to physically handicapped.
Consultant service to libraries in state institutions.
Technical Processing, which includes ordering, cataloging, classification of materials; Book repair, Binding.
Loans, Reference service to state departments, libraries and individuals.
Telephone-teletype interlibrary loan network.
Correspondence course
Clerical and Accounting work
Receiving and shipping mail

LIST OF SUPPORTING DOCUMENTS REFERRED TO IN PLAN

Governor's Task Force to Study Library Needs in Maine.
Planning Information

Develops briefly the reasons why the Maine Library Association believed that a Governor's Task Force should be named to begin work on a comprehensive study of Maine's library needs.

Maine Libraries. A study made by ARCO, Inc. for the Governor's Task Force to Study Library Services in Maine. June, 1970.

A.D. Little, Inc.
The Role of the Public Library in Maine: Consumer Needs and Attitudes Towards Public Libraries in Maine. August, 1970.

Report to the Governor's Task Force to Study Library Services in Maine

Governor's Task Force to Study Library Services in Maine
Widening the Circle: Libraries for Tomorrow, February, 1971.

Interim report.

Governor's Task Force To Study Library Services in Maine.
Final Report to Governor Kenneth M. Curtis. June, 1971.

Public Opinion and Library Planning. December, 1971.
Prepared for the Maine State Library by New England Learning and Research, Inc.

Guba, Egon G. and Daniel L. Stufflebeam.
Evaluation: the Process of Stimulating, Aiding, and Abetting Insightful Action. Indiana University, June, 1970.

MAINE LIBRARY ASSOCIATION

MINIMUM STANDARDS FOR PUBLIC LIBRARY SERVICE

1971 Revision

100

The introduction to the minimum standards adopted by the Maine Library Association at its annual meeting of September 6, 1962, contained a statement that the Standards should be reviewed every three years.

The Standards Committee has proposed the following revision: section 1, **Service,** item 5; section 2, **Books and Materials**, in the fifth sentence; and section 5 has been added on **Facilities.**

These standards are minimum. If possible, by all means do better than these standards. The objective is to provide the best possible library service consistent with one's means and to seek the means to provide the best possible service.

Any committee or librarian using these standards, which are especially drafted for use in the State of Maine, is referred to the booklets "Interim Standards for Small Public Libraries" published in 1962 by the American Library Association and "Minimum Standards for Public Library Systems, 1966," also published by the American Library Association. Those publications are useful in every situation.

1. SERVICE

1. "Library hours should be such that maximum use can be made of the facilities to satisfy all the interests of the members of the community." ("Minimum Standards for Public Library Systems, 1966," page 30)

   "Each public library building should be open for service at least fifteen hours a week, including some evening hours." ("Interim Standards for Small Public Libraries," page 5)

2. Hours of service should be displayed prominently on the outside of the building.

3. "Even the smallest community library should adopt a written statement of clear and specific objectives which should be reviewed periodically and, if necessary, revised in the light of new developments." ("Interim Standards for Small Public Libraries," page 5)

4. Every library should have a listed telephone.

5. The community library should maintain cooperative services with other libraries. The local library has an obligation to obtain material not in its own collection to satisfy users.

Minimum hours of service should be distributed over at least four days a week.

POPULATION SERVED	HOURS (Summer hours excepted)
500 - 999	15-20
1,000 - 2,499	20-30

Minimum hours distributed over at least five days a week.

POPULATION SERVED	HOURS (Summer hours excepted)
2,500 - 4,999	30-40
5,000 - 9,999	40-50
10,000 - 24,999	50-60
25,000 - 74,999	60 plus

2. BOOKS AND MATERIALS

"Regardless of the size of the community, its library should provide access to enough books to cover the interests of the whole population." ("Interim Standards for Small Public Libraries," page 7)

"Every library should have a written statement of policy covering the selection and maintenance of its collection of books and of non-book materials." ("Interim Standards for Small Public Libraries," page 7) The book collection should have the standard reference works and contain material in the basic fields of knowledge which will be of interest to adults, young adults and children, selected from the standard lists.

This should be supplemented by non-book materials. Non-book resources include slides, films, recordings, tapes, newspapers, magazines, reports by organizations, music scores, micro-reproductions, pamphlets, clippings, and pictures. ("Interim Standards for Small Public Libraries," page 7E)

"Community libraries which cannot afford certain of these materials, and their maintenance, may satisfy their patrons by making arrangements for borrowing from larger libraries, using other resources in their community or elsewhere, or by developing cooperative services such as film circuits." (Ibid.)

The collection should be evaluated and weeded at regular intervals. "Annual withdrawals from community library collections should average at least 5 percent of the total collection." ("Minimum Standards for Public Library Systems, 1966," page 40)

Population served, 0-4,999. Each library should have a collection of at least three volumes per capita, and a total collection of not less than 5,000 volumes. A reasonable number of books should be bought each year: one book for every three persons in an individual library or one book for every five persons if the library becomes part of a system.

Population served, 5,000-9,999. Each library should have a collection of at least three volumes per capita and a total collection of not less than 15,000. The budget should provide for at least monthly additions for current titles, at the annual rate of one book for every five persons.

Population served, 10,000-24,999. The collection should contain at least two and one-half volumes per capita, and include no fewer than 25,000 volumes. New titles should be purchased on at least a monthly basis, at the annual rate of one book for every five persons.

Population served, 25,000-74,999. The book collection should contain at least two books per capita, and a total collection of not less than 50,000 volumes, supplemented by semi-monthly purchases of new titles, at the annual rate of one book for every five persons.

3. CONTROL OF MATERIALS

All library materials should be organized logically, appropriate catalogs and shelf lists should be provided and kept up to date for ready accessibility. Not only for current use but also important to the new librarian if there is a change of administration, there should be a shelf list for the purpose of a property record and collection control.

An author, title, and subject catalog should be provided in all libraries.

4. PERSONNEL

"No library can render effective service without adequate and competent personnel." (Public Library Service," American Library Association, 1956, page 38)

Population served, 1-2,999. The librarian-in-charge should be a high school graduate. Some further education is desirable. An adequate knowledge of library procedure is a requisite.

Population served, 3,000-4,999. The librarian-in-charge should be a high school graduate, with two years of education beyond secondary level, and with adequate knowledge of library procedures. There should be additional staff so that in total there is at least one full-time staff member, or equivalent in time, for every 2,000 persons, or fraction thereof.

Population served, 5,000-9,999. The librarian-in-charge should be a college graduate or have equivalent education and should have taken approved library courses. When the library is open there should be additional staff so that in total there is at least one full-time staff member, or equivalent in time, for every 2,000 persons, or fraction thereof.

Population served, 10,000-24,999. The librarian-in-charge should hold a degree from an ALA Accredited Library School, and have some previous experience in library work. When the library is open there should be additional staff so that in total there is at least one full-time staff member, or equivalent in time, for every 2,000 persons, or fraction thereof; approximately 1/3 of the

total number of employees, exclusive of maintenance staff should hold a degree from a library school.

Population served, 25,000-74,999. The librarian-in-charge should hold a degree from an ALA Accredited School, and in addition, have previous administrative experience in library work. When the library is open there should be additional staff so that in total there is at least one full-time staff member, or equivalent in time, for every 2,000 persons, or fraction thereof; approximately 1/3 of the total number of employees, exclusive of maintenance staff, should hold a degree from a library school.

5. FACILITIES

1. The building, no matter how small, shall make provision for staff quarters and work and storage space.

2. When planning a new building or major remodeling, the building shall be planned for future expansion of service and community growth.

3. As required by state and federal regulations for new construction, there shall be a ground level or ramp entrance, supplemented by an elevator if necessary, providing access to reading areas for the physically handicapped.

4. New or remodeled buildings shall contain not less than the number of square feet indicated below allocated specifically for library purposes. General meeting rooms, museums, auditoriums, and garages will require additional space.

GUIDELINES FOR DETERMINING MINIMUM SPACE REQUIREMENTS

Population Served	Floor Space For Shelving	Reader Space	Staff Work Space	Total Floor Space
0-4,999	1,000 sq ft Add 1 sq ft for every 10 bks over 10,000	Min. 500 sq ft for 16 seats Add 5 seats per M. over 3,500 pop. served, at 30 sq ft per reader space	300 sq ft	2,500 sq ft or 0.7 sq ft per capita, whichever is greater
5,000-9,999	1,500 sq ft Add 1 sq ft for every 10 bks. over 15,000	Min 700 sq ft for 23 seats. Add 4 seats per M. over 5,000 pop. served, at 30 sq ft per reader space	500 sq ft Add 150 sq ft for each full time staff member over 3	3,500 sq ft or 0.7 sq ft per capita, whichever is greater
10,000-24,999	2,000 sq ft Add 1 sq ft for every 10 bks over 20,000	Min. 1,200 sq ft for 40 seats. Add 4 seats per M. over 10,000 pop. served, at 30 sq ft per reader space	1,000 sq ft Add 150 sq ft for each full time staff member over 7	7,000 sq ft or 0.7 sq ft per capita, whichever is greater
25,000-79,999	5,000 sq ft Add 1 sq ft for every 10 bks. over 50,000	Min. 2,250 sq ft for 75 seats. Add 3 seats per M. over 25,000 pop. served, at 30 sq ft per reader space	1,500 sq ft. Add 150 sq ft for each full time staff member over 13	15,000 sq ft or 0.6 sq ft per capita, whichever is greater